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ABSTRACT

The New Occupational Student: Mature Adult Woman (NOSMAW) was a preadmission counseling program in four community colleges which sought to encourage women to explore their educational and vocational potential. This program consisted of a series of workshops which focused on self-awareness activities and provided college and career information. In addition, 20 community college counselors received training in the Motivation Advance Process. A framework for a peer counseling program was established as a post-admission service for the women. Recruitment through mass media, cultural clubs and parents' associations resulted in 672 women attending an initial orientation session. Three hundred forty-one women from various socioeconomic and ethnic backgrounds were accepted into the program. Seventy-six percent of the women completed the program and 72.5% (189 women) subsequently applied for college. The majority of women enrolled in occupational programs. Among the most popular choices were A.A.S. programs in traditionally male dominated fields. One hundred twenty-one full time equivalents were projected for the 189 college applicants. The attrition rate after the first year of college attendance was only 4%. The program was equally effective with all population subgroups. (Author)

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THE NEW OCCUPATIONAL STUDENT: THE MATURE ADULT WOMAN

A PREADMISSION COUNSELING PROGRAM IN FOUR CUNY COMMUNITY COLLEGES

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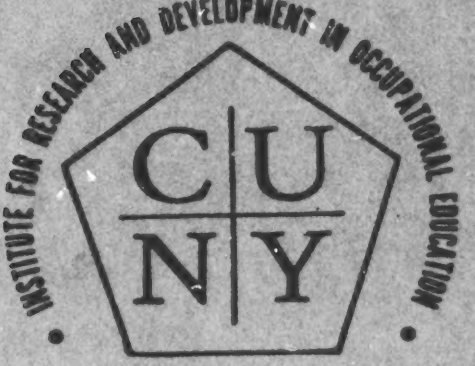

Report No. CASE-35-76
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EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THE NEW OCCUPATIONAL STUDENT: THE MATURE ADULT WOMAN

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INSTITUTE FOR RESEARCH AND DEVELOPMENT
IN OCCUPATIONAL EDUCATION

Center for Advanced Study in Education

The Graduate School and University Center
City University of New York

in cooperation with
The Bureau of Two-Year College Programs
and the
Office of Occupational Education
of
The New York State Education Department
University of the State of New York

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FOREWORD

Many mature women, desirous of furthering their education, have difficulties overcoming the many "internal" and "external" obstacles they must face if they are to enter post-secondary occupational programs. In their concern about their age and the "appropriateness" of certain goals, women either limit their expression of career interest or reject the possibility of further schooling for themselves. Another factor militating against women's pursuit of further education is the dearth of special assistance when they seek admission, financial aid and guidance. Thus the removal of economic, political and legal barriers to women's achievements may be insufficient without simultaneously removing internal and external barriers that prevent women from reaching their full potential.

It is probable that mature women of high ability are the largest group of well qualified people who are not attending college. At a time when decreased college enrollments are predicted, there is a need for those in post-secondary education to extend their services to this new and largely untapped group. The New Occupational Student: The Mature Adult Woman (NOSMAW) program has developed a model whereby large groups of women of all socio-economic and ethnic groups have been recruited to occupational programs. Through an extended preadmission counseling program mature women were helped to develop more positive self-concepts and to extend their awareness of available school and occupational options. One consequence has been that 189 mature women have applied for admission to community college programs.

NOSMAW, which had been implemented in two community colleges in FY '75 was expanded to four diverse colleges in FY '76. This report describes the recruitment activities that brought over 600 women to an Introductory Conference and the subsequent workshops that encouraged many of them to seek career oriented post-secondary education. The program has now been tested in a wide variety of circumstances with diverse populations. The CASE Institute for Research and Development in Occupational Education, having demonstrated the efficacy of a preadmission counseling program for mature women, welcomes the opportunity to disseminate the program to all interested constituencies.

Lee Cohen, Ph.D.
Director, Institute for Research and Development in Occupational Education

ACKNOWLEDGMENTS

Our greatest appreciation goes to the hundreds of women who participated in the program. We learned as much from them as they did from us.

The project was underwritten by a VEA grant provided by the Bureau of Two Year College Programs of the New York State Education Department; Paul Chakonas, Associate for Higher Education, provided advisement and support whenever it was needed.

We would like to thank President James Colston, Bronx Community College (BCC); President Edgar Draper, Borough of Manhattan Community College (BMCC); President Kurt Schmeller, Queensborough Community College (QCC); President William Birenbaum, Staten Island Community College (SICC); Dean Vera Minkin (BCC); Dean Dolores Bullard (BCC); and Dean Roslyn Attinson (SICC). Their participation in the Introductory Conference inspired both the women and the staff.

We would like to thank the administrators at each college: Dean Vera Minkin (BCC), Dean Dolores Bullard (BCC), Gustave Manasse, Director of Counseling (BMCC), Dean Irving Slade (QCC), Joseph Hannam, Director of Counseling (SICC), and Ernesto Loperena, Assistant to the President (SICC). At a time when it was especially difficult to do so, they released counselors from other duties so that they could participate in the program.

Particular thanks are due to all those who directly assisted the program. Anita Baskind (BCC); Judith Beldner-Sage (BMCC); Lore Jarmul (QCC); and Deborah Hurd (SICC) were the liaison counselors at the colleges. Suffice it to say that without their efforts the program could not have succeeded. The counseling staff at each of the colleges gave willingly of themselves at every workshop. We are thankful to:

Bronx Community College

Joyce Belton, Beverly Fields, Suzanne Golden, Evelyn Kish and Monica Powell.

Borough of Manhattan Community College

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Queensborough Community College

Diane Call, Patricia Evanoski, Sandra Kahn, Sarah Papier and Margo Smith.

Staten Island Community College

Ruth Goodman, Charlotte McPherson, Carol Palmer and Rosemarie Scampas.

Other members of the counseling and admissions staff gave the women concrete assistance in the college application process: Mae Goldberg (BCC), Jim Granderson (BMCC), and Rudolfo Maurizio (QCC).

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Faculty members at each college either helped us organize or were the guest speakers at individual workshops:

Bronx Community College

Phyllis Berger, Mechanical Technology; Cheryl Bryan, Student Development; June Buckley, Chemistry & Chemical Technology; and Karen Merrigan, Student Development.

Borough of Manhattan Community College

Margory Abbott, Allied Health Sciences; Jose Alvarado, Cooperative Education; Joyce Bland, Student Life, College Discovery; Doris Fitzgerald, Accounting; Shirley Harrison, Science; Sylvia Saunders, Science; and Cynthia Zucker, Data Processing.

Queensborough Community College

Audrey Goodfriend, Business; Alan Hollander, Higher Education Assistant; Roberta Rosenbaum, Business; Elliot Rossman, Higher Education Assistant; Helen Saputo, Business; Caryl Shapiro, Mechanical Technology; Shirley Silvers, Business; Harold Smolin, Biological Sciences; and Cynthia Zanger, Electrical Technology.

Staten Island Community College

Norma Chernok, Public Health Programs; Diane Crothers, Affirmative Action; Carolyn Fazzolari, Mechanical Technology; Myra Hauben, Chemistry; Lorelei Migenes, Administration; and Miriam Tausner, Computer Technology.

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Dr. Lee Cohen, Director of the Institute for Research and Development in Occupational Education (IRDOE) is a man who has long been interested in women's issues. He has supported the NOSMAW program from its inception.

Melanie Bentley, secretary for the program brought intelligence and dedication to her work. The program ran smoothly because of her extraordinary effort.

To all we say "thanks" for we have been fortunate to have had so much assistance.

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TABLE OF CONTENTS

	Page
FOREWORD	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS	v
LIST OF TABLES	vii
ABSTRACT	x
THE NEW OCCUPATIONAL STUDENT: THE MATURE ADULT WOMAN	
INTRODUCTION	1
The New Occupational Student: The Mature Adult Woman (NOSMAW) FY '76	3
RECRUITMENT	4
The Colleges	4
Bronx Community College	4
Borough of Manhattan Community College	5
Queensborough Community College	5
Staten Island Community College	5
Recruitment Techniques	6
General Activities at All Schools	6
Variation in Recruitment Techniques at Colleges	7
Recruitment Problems and Solutions: A Cookbook for Future Activities	8
Recruitment Results	9
General Attendance	10
THE WORKSHOP SERIES	12
Pre-admission Counseling Needs	12
Self-Awareness Workshops	13
Motivation Advance Program	13
Management of Multiple Roles	14
College Information Workshops	15
Career Exploration Workshops	15
Materials	16
Careers for Women	16
Kuder Occupational Interest Survey	16
Career Decision-Making Activities	16
The Job Market	17
STAFF DEVELOPMENT	17
PEER SPONSOR PROGRAMS	18
Bronx Community College	18
Borough of Manhattan Community College	19
Queensborough Community College	19
Staten Island Community College	19

	Page
EVALUATION OF THE NOSMAW '76 PROGRAM.	20
Demographic Analysis	20
Participants' Educational Level	31
Age.	31
Marital Status	31
Ethnicity.	31
Number of Children.	31
Parents' Educational Level	32
Socio-economic Status.	32
Income.	32
Profile of Typical Workshop Completers	33
Career Interests	33
Motivation to Attend College	34
Participant Response to the Workshop Series	37
Self-Awareness Workshops: Evaluation	38
Career Exploration Workshops: Evaluation	39
College Information Workshops: Evaluation.	41
Attitudinal Changes	43
Internal-External Locus of Control Scale	44
Competency Scale	45
Cognitive Changes	47
Behavioral Change: College Applications	47
Full Time Equivalents (FTE's)	50
Evaluation of Staff Training	51
SUMMARY AND CONCLUSIONS	53
BIBLIOGRAPHY.	58
APPENDICES	61

LIST OF TABLES

No.		Page
1	Modes of Recruitment	10
2	NOSMAW '76: Attendance at the Introductory Conferences and 1st Workshops	11
3	Demographic Data on Women Attending the Introductory Conferences: Educational Level-Self	21
4	Demographic Data on Workshop Completers: Age	22
5	Demographic Data on Women Attending the Introductory Conferences: Age	22
6	Demographic Data on Workshop Completers: Marital Status	23
7	Demographic Data on Women Attending the Introductory Conferences: Marital Status.	23
8	Demographic Data on Workshop Completers: Ethnicity	24
9	Demographic Data on Women Attending the Introductory Conferences: Ethnicity	24
10	Demographic Data on Workshop Completers: Number of Children	25
11	Demographic Data on Women Attending the Introductory Conferences: Number of Children	25
12	Demographic Data on Workshop Completers: Father's Educational Level	26
13	Demographic Data on Women Attending the Introductory Conferences: Father's Educational Level.	26
14	Demographic Data on Workshop Completers: Mother's Educational Level	27
15	Demographic Data on Women Attending the Introductory Conferences: Mother's Educational Level.	27
16	Demographic Data on Workshop Completers: Husband's Educational Level	28
17	Demographic Data on Women Attending the Introductory Conferences: Husband's Educational Level	28
18	Demographic Data on Workshop Completers: Husband's Work Level.	29
19	Demographic Data on Women Attending the Introductory Conferences: Husband's Work Level.	29
20	Demographic Data on Workshop Completers: Income	30
21	Demographic Data on Women Attending the Introductory Conferences: Income	30
22	Career Interests Held by 20% or More of Workshop Completers.	34

No.		Page
23	Number of Years Consideration Given to College Attendance: Workshop Completers.	35
24	Number of Years Consideration Given to College Attendance: Introductory Conference Attenders . . .	35
25	Factors Promoting Interest in College Attendance as Listed by Introductory Conference Attenders	36
26	Workshop Participants Expressed Satisfaction with the Workship Series	37
27	Workshop Participants Expressed Satisfaction with Self-awareness Sessions: Motivation Advance. . . .	38
28	Workshop Participants Expressed Satisfaction with Self-awareness Workshop: Managing Multiple Roles . .	38
29	Workshop Participants Expressed Satisfaction with Career Exploration Workshop: Careers for Women (Traditional and Non Traditional)	39
30	Workshop Participants Expressed Satisfaction with Career Exploration Workshop: The Job Market. . . .	40
31	Workshop Participants Expressed Satisfaction with Career Exploration Workshop: Career Decision-Making Activities	40
32	Workshop Participants Expressed Satisfaction with Career Exploration Workshop: Discussion of Results of Kuder Occupational Interest Survey	41
33	Workshop Participants Expressed Satisfaction with College Information Workshop: Programs and Application Procedures	42
34	Workshop Participants Expressed Satisfaction with College Information Workshop: Individual Conferences with Counselors	42
35	Workshop Participants Expressed Satisfaction with College Information Workshop: College Tour	43
36	Analysis of Variance of Pre and Post Locus of Control Scores for Workshop Participant and Waiting List Groups in Three Community Colleges	44
37	Pre and Post Mean Scores on the Locus of Control Scale for Workshop Participant and Waiting List Groups in Three Community Colleges	45
38	Analysis of Variance of Pre and Post Competency Scores for Workshop Participant and Waiting List Groups in Three Community Colleges	46
39	Pre and Post Mean Scores on the Competency Scale for Workshop Participant and Waiting List Groups in Three Community Colleges	46

No.		Page
40	A Comparison of Pre and Post Mean Scores on College Information Questionnaire in Workshop Completers . .	47
41	College Applications of Workshop Participants	48
42	Fall 1975 and Spring 1976 Workshop Participants who Applied for College Programs for the Fall 1976 or Spring 1976 Semester.	49
43	College Applicants and Full Time Equivalents Fall Cycle .	50
44	Counselor Evaluation of Success Motivation Training . .	52

ABSTRACT

During FY '75 the State Education Department under a Vocational Education Act grant, funded a preadmission counseling program for mature women at two CUNY community colleges. The program was expanded in FY '76 to include four community colleges: Bronx, Borough of Manhattan, Queensborough and Staten Island.

The New Occupational Student: The Mature Adult Woman (NOSMAW) program sought to encourage mature women to explore their educational and vocational potential through a Fall and Spring cycle of a free workshop series. The workshops focused on self-awareness activities, and provided college and occupational information. In addition, 20 CUNY counselors were given intensive training in the Motivation Advance process.

Six-hundred-seventy-two women were recruited to an initial orientation conference through the mass media, cultural clubs and parent's associations. Three-hundred-forty-one women were accepted for workshop participation. Demographic analysis revealed that the workshop participants in Queensborough and Staten Island Community Colleges were primarily middle class White women in their thirties, whereas the participants at Bronx and Borough of Manhattan Community Colleges were generally from a lower socio-economic status with a high representation of Black women.

Two-hundred-sixty-one women attended four or more workshops; and 189 applied for admission to college. The majority of women (n=116) sought to enroll in occupational programs. The programs chosen most frequently were: Business Administration, Accounting, Nursing and Secretarial Science.

Sixty-one of NOSMAW Fall cycle graduates generated 39.2 FTE's. This figure can be projected to 121.5 FTE's for the 189 college applicants. The women's grade point average after the first semester (Spring '76) was 3.40 (out of 4.0).

Although there were many differences between the colleges in terms of location, facilities, and demographic variables, there were no differences in the effectiveness of the program. The majority of women at all four colleges rated the program as very helpful.

A framework for peer counseling was established in three of the four schools. The new freshmen will be given support services either through weekly group meetings with a counselor; or through a women's club; or through mature students who receive course credits for counseling.

Counselors, trained in the Motivation Advance program rated the process as very helpful for clients. Almost all the counselors have subsequently used the process for other student groups.

Suggestions were made for statewide dissemination of NOSMAW.

NOSMAW '76 has demonstrated that this preadmission counseling program can recruit a socio-economically and ethnically diverse population of mature women to occupational programs at community colleges.

INTRODUCTION

The mature woman of today has vitality and relative freedom from the concentrated demands of the home. She wants to develop her talents, use her energies and be more fully engaged in the world of work. However, she faces many obstacles in her pursuit of self-development.

Career development for women is seldom a simple progression and growth as it generally is for men. Women are expected to give their energies to maintaining the lives of their families rather than creating lives of their own (Verheyden-Hilliard, 1973). Coser and Rokoff (1971) note that women live with a "cultural mandate to give priority to the family even though they may be working" (p. 538). Having been socialized to believe that the needs of others come before theirs, women experience both guilt and fear when they contemplate taking steps to enhance their career potential.

The mature woman who seeks to develop her skills and search for a career outside the home frequently must contend with a lack of support (usually covertly expressed) from her husband. Several studies have indicated that a significant proportion of males, studied at ages ranging from ninth grade through "married professional," hold negative views towards their wives maintaining the dual roles of career and marriage (Entwisle & Greenberger, 1970; Nelson & Goldman, 1971; McMillan, 1972; Kaley, 1971; Meir, 1972).

In addition to obstacles created by sex role socialization, the mature woman faces fundamental barriers when she attempts to re-enter the job market after years of absence. Skills needed to hold a responsible job are often lacking. Moreover, her knowledge of the labor market and how to enter it is often limited and inaccurate. After venturing into the work world in low-paying, low-status jobs requiring minimal skills, she often finds a renewed desire to improve her position through education.

In order to upgrade skills that have been laying dormant for many years or to develop new skills, the mature woman has been turning to her local community college, where she faces a series of institutional barriers. Ekstrom (1972) summarized some of the problems of re-entry women in post-secondary education. These concern: inflexible time

schedules; lack of child care facilities; lack of specialized counseling and orientation programs; lack of financial aid for part-time students; negative attitudes toward women generally and the older woman particularly; biased counseling etc.

Chitayat and Carr (1975) found that the recurring problems of the mature woman participating in their pre-admission counseling program were related to their indecision concerning career goals; anxiety about their capacity to succeed in school while simultaneously managing home responsibilities; and lack of information about career and educational options.

During 1974-1975 the Institute for Research and Development in Occupational Education (IRDOE) implemented the New Occupational Student: The Mature Adult Woman (NOSMAW '75, also referred to as "Women in a Changing World" program), at two CUNY community colleges (Chitayat & Carr, 1975). The project was funded by the State Education Department under a Vocational Education Act grant. The purpose of the program was to encourage mature women to explore their educational and vocational potential.

NOSMAW '75 found that as a consequence of the pre-admission counseling program 84% of the women who completed the workshop series applied for admission to the community college. Two-thirds of these applicants (50 women) registered for occupational programs. Although most of the women entered programs that are female saturated (Nursing, Secretarial Science and Education Associate), ten women applied for career programs in non-traditional areas.

In a follow up study of the graduates of NOSMAW '75 at Bronx Community College, it was found that 43 women were enrolled in courses for the Fall '75 semester, generating 32.7 FTE's. The women attained an average semester index of 2.87 (out of 4.0). The attrition rate was only 4% which compares quite favorably with the 50% attrition rate generally found at CUNY.

Funding was renewed in FY '76 in order to determine whether the very encouraging results obtained in the two community colleges could be duplicated in different settings with women from diverse socio-economic, racial and ethnic backgrounds.

The New Occupational Student: Mature Adult Woman (NOSMAW) FY'76

During the 1975-1976 academic year, the CASE Institute for Research and Development in Occupational Education (IRDOE) implemented the NOSMAW '76 project, in practice referred to as "Women in a Changing World." Through a series of free workshops, mature, high school educated women were encouraged within a supportive group framework, to explore their strengths, abilities and interests as these might relate to various occupational training possibilities which could be pursued through the community college. Fall and spring cycles of the program were held at each college.

Supported through a Vocational Education Act grant from the New York State Education Department, IRDOE broadened the scope of the NOSMAW '76 program to include four CUNY community colleges.

The community colleges: Bronx; Borough of Manhattan; Staten Island; and Queensborough; were located in four different counties which enabled the program to be tested under a variety of circumstances. In addition to the new settings for the program, NOSMAW '76 had two supplementary components: staff training and post-admission peer counseling.

The program's goals were to:

1) Encourage a new population of students, mature adult women, to enter career programs at four community colleges within the City University of New York.
2) Recruit this student population through innovative methods.
3) Train college personnel in the methods and procedures of a success-oriented self-actualization process for mature women.
4) Provide equality of access to careers by expanding participants' awareness of career possibilities and modifying their existing attitudes regarding the nature and variety of occupations "appropriate" for women.

RECRUITMENT

The recruitment effort for the second year of the "Women in a Changing World" program assumed a more extensive and ambitious cast as the number of schools was expanded from two to four community colleges. The primary aim of recruitment at each college was to attract approximately 100 to 150 high school educated women, ranging in age from approximately 25 to 55, to the "Women in a Changing World" program's Introductory Meeting. The rationale for this projected number was that in each school, 50 women would choose to register for the Fall cycle workshops. The remainder (approximately 50 to 75 women) would be assigned to the Spring cycle workshops. Since staff and facilities were basically geared to handle 50 women, the assumption was made that the time lapse between the Introductory Meeting and the first workshop of the Spring cycle in February would result in a small percentage of the registrants failing to attend the Spring workshops, thus creating a viable workshop participant group of about 40 to 50 women.

An auxilliary aim of the expanded version of the "Women in a Changing World" program was to reach diverse subject populations of women. The information obtained on the age, race and socio-economic characteristics of the students presently attending the four colleges confirmed the diverse nature of the school populations in the different communities.

1) Bronx Community College. Situated in the southwestern section of the Bronx, the area essentially consists of a series of small "sub-communities" differing considerably from each other in terms of ethnicity (Black, Hispanic, Irish, Greek, Italian, etc.) and socio-economic level. Forty-six percent of the student body is Black; 25% Puerto Rican; 16% White; and 13% other ethnic groupings. Seventy-five percent of the students are under 25 years old, but a substantial number of students (25%) are over 25. Family income data reveal that the largest percentage of students fall below $4,999 (36%); 31% show incomes ranging from $5,000-$9,999; 14% have incomes ranging from $10,000-$12,499; and 19% show an income of $12,500 and above. In sum, the majority of students attending BCC are Black or Puerto

Rican, under 25 years old and are predominantly working class, with the majority of students showing an average annual income below $10,000.

2) Borough of Manhattan Community College. This school is situated in midtown Manhattan, with six locations spread out from 48th Street to 70th Street. The majority of students are Black (47%); 27% of the students are White; 22% are Hispanic; other ethnic groups constitute 4% of the student body. The majority of students are over 23 years old (55%); the remainder of students (45%) are under 23. Family income data reveal that the largest percentage of students fall below $5,999 (40%); 28% show incomes ranging from $6,000-$8,999; 23% have incomes ranging from $9,000 to $14,999; and 9% show an income range of $15,000 and above. In sum, the majority of students attending BMCC are Black, over twenty-three years old and are predominantly working class, with the majority of students showing an average annual family income below $10,000. The age data reveals that BMCC is one of the few colleges with a somewhat different age pattern for students, the majority of students being somewhat older than the norm.

3) Queensborough Community College. This school is located in the northeast corner of Queens in the Bayside area--a relatively wealthy, upper-middle class community. The majority of students are White (84%); the remainder of students are Black or Latin American (16%). The majority of students are under 22 years old (58%); 42% of the students are over 22. Family income data reveal that the largest percentage of students show incomes of $12,500 or above (48%); 18% have incomes ranging from $10,000 to $12,499; and 34% show an income range of $9,999 or below. In sum, the majority of students attending QCC are White, under 22 years old, and are predominently middle class, with the majority of students showing an average annual income of above $12,500.

4) Staten Island Community College. This school is located in the center of Staten Island in the Todt Hill area. The majority of students are White (82%); 11% of the students are Black; other ethnic groups constitute 7% of the student body. The majority of students are under 25 years old (60%); the remainder of students (40%) are over 25. Family income data reveal that the largest percentage of students show incomes of $15,000 or above (33%); 32% have incomes ranging from

$10,000 to $14,999; 25% show incomes ranging from $5,000 to $7,499; and 10% show an income range of $4,999 or below. In sum, the majority of students attending SICC are White, under 25 years old, and predominantly middle class, with the majority of students showing an average annual family income above $15,000.

Of the four participating community colleges, two communities appear to be comprised primarily of heterogeneous populations (BCC and BMCC), the other two primarily of homogeneous populations (QCC and SICC).

Recruitment Techniques

General Activities at All Schools

The primary strategy of recruitment was to maximize the effectiveness of publicizing the program by contacting a network of key sources who, in turn, could reach the largest numbers of eligible women in a minimal time period. The general procedure for all four colleges was as follows:

1. College community relations persons were contacted by phone, followed by, in some instances, personal appointments. Extensive explanations of the program were made, followed by mailing of promotional literature. In all schools, these key personnel were instrumental in making contacts with local community newspapers that subsequently ran press releases advertising the program.

2. Community relations staff of appropriate District School Boards were contacted by phone, followed by bulk mailing of promotional literature and an explanatory "fact" sheet. This technique was aimed at reaching mothers of elementary and junior high school children through Parents Associations at many of the schools in the several districts contacted. In addition, several of the PA Presidents were called and pledged to cooperate with our efforts. Packets of necessary promotional materials were therefore sent to Community School District Board's community representatives and/or PA Presidents to distribute through the usual channels. These included district news letters sent to each school's PA group, announcements at district meetings by PA Presidents, etc.

3. Phone calls followed by extensive mailing of large quantities of promotional literature were made to the following institutions and organizations:

I. PA Presidents of local high schools and private parochial schools, in order to reach mothers of high school age children.

II. Selected community organizations.

III. Community agencies, such as public libraries, adult education groups, etc.

IV. Public relations representative of the National Organization for Women (NOW), who sent brochures to select women's chapters in the New York area.

V. Public service announcements' personnel of New York AM and FM radio stations, as well as television stations.

Variations in Recruitment Techniques at Colleges

BCC: In the Bronx, contact with the President of the council composed of the heads of all 16 Bronx public high school Parent's Associations greatly facilitated the channeling of promotional literature to appropriate PA Presidents. The main factor that contributed to alleviating the recruitment effort in the Bronx was the groundwork laid by the previous year's successful recruitment program which received valuable assistance from the college's community relations person. Previous satisfactory contacts set the machinery in motion to ensure a continued, effective recruitment effort.

BMCC: The experience and advice of the two key college relations personnel were invaluable as aids in improving the recruitment process. Condensation and improvement of radio and newspaper press releases were undertaken in concert with college relations staff. (College relations staff were instrumental in both refining and promoting press releases in all the schools.) College relations staff also participated in the activity of contacting some of the radio station's personnel.

QCC: The Director of Continuing Education was instrumental in contacting a number of teachers who made fruitful announcements in their adult education classes. Community relations personnel were particularly prompt in sending large lists of community organizations, sisterhoods, etc.

SICC: The Director of Continuing Education made personal appearances at schools throughout the Island in promoting the program. The Head of the Federation of PTA's also was interested and enthusiastically

promoted the program to PTA groups. The Affirmative Action officer at SICC advertised the program on campus as well as to selected women's organizations.

Miscellaneous: Two unexpected highlights of the recruitment effort were the Project Director's guest appearance on Nell Bassett's WNYC program "The Changing World of Women"; and a feature length story in the Sunday supplement of the Daily News. These mass media distribution sources were invaluable in further advertising select aspects of the program.

Recruitment Problems and Solutions: A Cookbook for Future Activities

1. Establishing an effective network of key sources. Since time is generally limited by deadlines, a most effective technique in reaching large numbers of women is to contact key persons who have access to the appropriate target populations. Spending time establishing rapport and smoothing avenues of communication with key personnel promotes ego-involvement with the program. This enthusiasm can then be imparted to other key sources who have access to women throughout the network.

Time limitations were the key problem in establishing effective networks. Since PA district meetings are generally held once a month, it was imperative to reach all appropriate school district heads before the monthly meeting. This may necessitate rearrangement of recruitment activities' priorities for future recruitment activities.

2. Personalizing and following up on channels of communication with the mass media. Public service announcements on the radio were often delayed by misplacing or discarding of press releases by radio staff. Followup phone conversations to determine whether materials were received revealed that hundreds of such releases might be received in a given day, and that time slots were limited to only a few such announcements. A suggestion for future recruitment efforts would be to personalize such communications by calling the appropriate station personnel. Such an approach maximizes the likelihood of the announcement being broadcast and establishes future valuable radio contacts.

3. Condensing press materials. Again, in order to increase the possibility of public service announcements appearing on radio and/or television, such materials should be condensed considerably, since

radio and TV staff are unlikely to edit these materials, Professionalism and care in writing and revisions of such materials increases the likelihood of public airing.

4. Retrospective analysis. Table 1 indicates which recruitment modes were most effective for the four community colleges. Further recruitment efforts in these communities could thus focus on those recruitment techniques found to be most salient in attracting women to workshops in the different communities.

Recruitment Results

Table 1 summarizes the effectiveness of various modes of recruitment for the four community colleges. By far, the most effective overall recruitment technique was the newspaper press releases, with 50% of the women indicating that newspaper ads had initially made them aware of the program. Word-of-mouth recommendations and PA activities were also responsible for attracting a sizeable number of women (16% for each recruitment mode). Surprisingly, radio announcements accounted for only 4% of the women recruited. Both the brevity of the radio announcements and the "non-prime-time" periods when they were presented is partially accountable for these minor effects of radio as a medium for recruitment.

These results show a substantially different pattern from last year's recruitment efforts, in that radio moved from the most effective recruitment mode to a rank of substantially lesser importance. Future recruitment efforts might focus on improving aspects of radio recruitment or maximizing those recruitment modalities found to be most effective by retrospective analysis.

See sample of promotional materials, Appendix I, pp. 63-64.

Table 1

Modes of Recruitment

Method	BCC		QCC		BMCC		SICC		Total	
	N	%	N	%	N	%	N	%	N	%
Radio	4	3	7	4	16	13	0	0	27	4
Newspaper	57	45	58	34	45	36	178	71	338	50
PA Activity	16	13	43	25	14	11	34	14	107	16
Word-of-Mouth	28	22	29	17	25	20	25	10	107	16
Adult Education Courses, etc.	0	0	11	7	9	7	4	2	24	4
Library	1	1	4	2	2	2	1	0	8	1
Community Organizations	8	6	2	1	2	2	3	1	15	2
No Response	13	10	16	10	12	10	5	2	46	7
	127	100%	170	100%	125	100%	250	100%	672	100%

General Attendance

Of the 672 women attending the Introductory Meeting in all four community colleges, the largest number of attenders were from Staten Island (N=250); Queensborough had the next largest number of attenders (N=170); with the remainder of women being fairly equally distributed between Bronx Community College (N=127) and Borough of Manhattan Community College (N=125). The potential problem of over-subscription was particularly acute in SICC where calls continued to pour into IRDOE headquarters after 250 names had already been recorded. An additional workshop for the overflow of women was therefore undertaken by the college staff itself.

Of the total 672 women, 80 to 95% showed interest in attending either the Fall or Spring cycle of workshops. Since personnel and facilities were only geared to handle approximately 50 women in the Fall workshop series and 50 women in the Spring series, a system of selection was carried out based on the precedents established during the previous year's recruitment efforts. In all schools, women who did not meet the criteria for workshop acceptance (those with more than 32 college credits or those who did not have a high school diploma or equivalency) were considered ineligible. The eligible women were then randomly assigned to either the Fall or Spring cycle

workshops, unless they indicated the absolute necessity of their attending one or the other workshop series. It was assumed that the excess numbers registering for the Spring series would be diminished to a workable number by the time lapse between the workshops, unforeseen commitments, etc. This assumption was borne out by the data indicating a decrement in the numbers of women attending the first workshop in three out of the four schools. (See Table 2.)

Table 2 reveals that attendance at the first Fall workshop for all four colleges reflected the projected number of women who registered for the series at the Introductory Meeting. The drop in attendance at the first Spring workshops in two of the colleges (BCC and BMCC) may indicate several possibilities: fewer numbers of women attended the Introductory Meeting at these two schools; several appeared to have gotten jobs during the time lapse between the workshop series, etc.

In general, the excellent attendance at the Introductory Conferences in all four community colleges, indicates both the continuing need of such programs for women in different communities as well as the importance of innovative recruitment methods to attract diverse types of populations.

Table 2

NOSMAW '76: Attendance at the
Introductory Conferences and 1st Workshops

Schools	Introductory Conference Attendance	1st Workshop Attendance	
		Fall	Spring
BCC	127	50	31
BMCC	125	45	27
QCC	170	45	48
SICC	250	50	45
Subtotal		190	151
Total	672	341	

THE WORKSHOP SERIES

The agenda of the "Women in a Changing World" workshops was designed to provide on-going group support as the women moved closer and closer to career and school decisions.

Pre-admission Counseling Needs[1]

In their conversations with the staff the women indicated that although they had been feeling increasingly restless and unfulfilled for a number of years, they nevertheless wanted to maintain the basic structure of their lives. It was their indecision concerning future goals that brought them into the program. Their self-esteem was low, their fear of failure was great. Consequently, the women looked for any support that was forthcoming. The women sought intellectual stimulation and feared it. They sought independence and feared it.

The women had been out of school for so many years that they did not know how to enter the academic system, nor did they know what would be available to them there. They needed to learn about the special jargon of college brochures, college curricula, college application procedures and so on.

The women had many practical concerns. They were concerned about job opportunities and salaries. They were concerned about job discrimination due to their age and sex. The younger women were concerned about managing multiple roles.

From the women's point of view, their horizons were limited by their poor self-esteem, their age, their lack of information and skills, their family responsibilities, and their need to earn money rapidly.

In consideration of the women's major concerns, the NOSMAW program focused on three broad problem areas: Self-awareness, college information, and career exploration. It was assumed that the women would experience an increase in anxiety as they approached the date for career and school decisions. Thus, the workshops devoted to career and college information were alternated with workshops that encouraged self-awareness and provided group support.

Planning sessions were held with the counselors at each college for the purpose of determining workshop content. While the program focus, that is, self-awareness, and college and career information,

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[1] See notes of taped conference with counselors, Appendix II, pp. 65-68.

was essentially similar in all the participating colleges, modifications were made in order to utilize the special expertise of the faculty at each school. For example, the placement officer at Queensborough was adept at organizing conferences with personnel directors; while the placement officer at Borough of Manhattan had success in placing students in work-study programs. An attempt was made to use these differences to the programs' advantage. (See Workshop Programs, Appendix III, pp. 69-76.)

The six workshops were held on alternate weeks, from 10 a.m. to 2 p.m. This time schedule allowed the women to be at home when their children returned from school. Each workshop had two sessions, morning and afternoon, allowing coverage of twelve content areas.

Self-Awareness Workshops

The goal of the five sessions devoted to self-awareness was to aid the women in the self-actualization process. This was accomplished through the Motivation Advance Process and through group discussions on the management of multiple roles.

Motivation Advance Program

Women enrolled in the "Women in a Changing World" workshops participated, for four sessions, in a structured, affective education program conducted by Success Motivators, a New York based motivational consultant firm and by trained community college counselors. The Success Motivators program, adapted from the Motivation Advance Program (Peterson, Stone Foundation, 1972) provides learning experiences designed to foster an understanding of self and others as unique and competent people. The program is partially grounded in theories of Maslow and Carl Rogers and some of its basic concepts are that (1) people behave in terms of their perceptions, particularly perceptions of self, (2) everyone has personality assets and strengths, some of which are identified, others unidentified and unused, (3) man has an innate desire to fulfill his potential, (4) the present can be altered and the future directed without exploration of the negative past, and (5) group encouragement and reinforcement assist individual exploration and growth.

Throughout the program, women worked in small groups, each group with a trained leader who provided a warm, supportive, non-judgmental

environment. The leader's task involved establishing a climate of trust and positive rapport between herself and group members, and then, by means of specific activities, facilitating deepening levels of self-awareness and self-revelation within the group. Focus was consistently on positive aspects of self. Four phases of the Success Motivators program were implemented. "Sharing," the first phase, led to exchanges of information among the women about their positive historical backgrounds and the positive forces in their lives. "Successes," the second phase, required each woman to write a chart identifying "successful" experiences in her past and reasons as to why these experiences represented success. During the third phase, the women, assisted by their leader, analyzed each group member's success chart and attempted to identify, for each woman, needs which seemed to be important to her personal fulfillment. The final phase, "Strength Bombardment" offered the group an opportunity to verbally address each member and "bombard" her with a list of perceived strengths and assets.

Management of Multiple Roles

The fifth self-awareness session dealt with the women's concerns about managing the multiple roles of housekeeper, mother, wife, student and employee.

In two of the schools the discussion was lead by mature women currently enrolled at the college. The workshop participants were anxious to learn how these mature students managed when their children were ill; how much time was required for homework; how much flexibility there was in arranging school schedules; how much mathematics was required in particular programs; etc. This session was most effective when the role models represented a wide variety of life styles and had experienced varying degrees of success in solving their problems.

Two other schools dealt with the women's concerns about managing multiple roles by utilizing the consciousness-raising model promulgated by the National Organization for Women. These sessions were led by counselors and IRDOE staff. Depending upon the particular concerns of the group, the women discussed the history of their relationship with men, their families' support for their new goals, their feelings about aging and mothering, etc.

The procedure allowed each woman time to explore her own feelings *in a supportive group atmosphere.*

College Information Workshops

Among the mature women participating in the "Women in a Changing World" program, the need for basic information about educational possibilities was great. Most of the women, although they had considered registering for college for many years, did not understand CUNY's open admissions policy and the application procedure as it applied to themselves. Moreover, most of the women had difficulty comprehending brochures, catalogues, and application form instructions because they lacked the essential vocabulary. Words such as transcripts, matriculation, credits, curriculum, etc. were unfamiliar to them.

Preceding the meetings with admissions officers and Department representatives, women were given lists of vocabulary definitions (see Appendix IV, pp. 77-80), college catalogues and various brochures.

There were two workshop sessions (at SICC, there were three sessions) formally concerned with providing college information. However, almost all the workshops dealt with this on an informal basis. Also, in Bronx and Borough of Manhattan Community Colleges the counselors held additional meetings with the women to aid them in the registration procedure. These women appeared to require more assistance than those who have entered the college independently. One counselor said, "I did not anticipate the amount of hand-holding they needed."

The first college information session was devoted to: describing programs offered at the community colleges; defining the concept of "career" and "transfer" programs, discussing admission requirements, and providing application forms. At one school, the women were provided with a form letter to be used for requesting transcripts.

A second college information session was devoted to taking the women on a guided tour. The women saw the tutorial services, library, student personnel offices, and various academic departments. The most popular tours were those where the women had an opportunity not only to visit the department but also to hold on-site meetings with a department representative.

Career Exploration Workshops

The mature women who were considering entering or re-entering the work world constantly asked themselves: "Is it too late to decide on,

and train for a satisfying career?" Of all the women's concerns, career choice and time, seemed to be the most pressing. Their greatest handicap in the career decision-making process was their lack of information. An effort was made to overcome this deficiency by providing the following materials:

Careers for Women in the 70's: Women's Bureau, Employment Standards Administration, U.S. Department of Labor.

Occupational Outlook Handbook In Brief. 1975-1976 Edition.

Toward Matching Personal and Job Characteristics. U.S. Department of Labor, Bureau of Labor Statistics.

Figler, E. H. PATH - A Career Workbook, Carroll Press, Cranston, R.I.

Munson, J. Data, People, Things, 1974 (see Appendix V, pp. 81-88).

The Fifteen Things I Love to Do. (see Appendix VI, pp. 89-90).

Four sessions focused on aiding the women in the career decision-making process.

Careers for Women

This workshop session acquainted the women with role models of successful women who had pursued diverse careers in traditional as well as non-traditional areas. Although not all careers were discussed at all schools, the following is a list of the careers of the women who spoke at this session: Artist, Laboratory Technician, Secretary, Design Draftsperson, Data Processor, Accountant, Social Worker, Medical Records Technician, Lawyer, Chemical Technician, Mechanical Technician, Small Business Owner, Nurse.

Kuder Occupational Interest Survey (KOIS)

The women who had taken the KOIS during the Introductory Conference, received feedback on the results from a vocational counselor either in a small group setting or during individual conferences. It is important to note that in most instances the counselor who led the women through the Motivation Advance Process, and who was thereby familiar with the women's history, was the person who provided the feedback for the KOIS.

Career Decision-Making Activities

The counselors, using a variety of different techniques, attempted to engage the women in activities designed to clarify career interests. One group of counselors used three interest categories (see Data, People, Things Appendix V, p. 81)and synthesized them with the women's "strengths"

as they were perceived in the Motivation Advance Process. At another school the counselors prepared activities designed to clarify values as they related to occupational choice (see "The Fifteen Things I Love to Do" Appendix VI, p. 89). Counselors from another college took the women to a career library and helped them explore suitable informational materials.

The Job Market

A question that the women frequently asked was "How can I be certain that after spending so many years studying for a particular occupation, I'll be able to get a job?" Of course, the staff could not provide the assurance they sought. However, at each college, an effort was made to provide the realistic information concerning the job market. At Queensborough Community College personnel representatives from industry described the jobs in their organization for which people with an associate degree are generally hired. An attempt was made to get broad coverage by inviting people from such large institutions as: Nassau Medical Center, Hazeltine Corporation, GEICO, Federal Civil Service, etc. The women were interested in job requirements, salaries and hiring practices in reference to age and sex.

At Borough of Manhattan and Bronx Community Colleges, employed femalealumnae of the two year occupational programs described their career history since graduation. These women were able to provide workshop participants with "real-life" descriptions of jobs, working conditions, salaries and the ease or difficulty in obtaining jobs.

At Staten Island Community College, the former placement officer described the job market for graduates of Staten Island Community College programs.

STAFF DEVELOPMENT

A major concern of a demonstration project is to provide sufficient staff training and information to enable the college to continue in a similar fashion when the demonstration ends. In order for the colleges to implement the workshop program without the assistance of IRDOE and their consultants, the staff had to become familiar with methods and procedures. It was assumed in the 1974-1975 program that simple

observation would serve this purpose. Indeed, the counselors who had participated in planning the program could readily manage almost all the components. However, it soon became obvious, that a particular aspect of the workshop series, the Motivation Advance Program (Peterson, 1972, also referred to as Success Motivation, and Educating for Success) required more extensive training. Therefore, NOSMAW '76 implemented a two day workshop for 20 counselors from the four community colleges.

Counselors, working in small groups with a trained leader from Success Motivators Inc. participated in the Motivation Advance Program. The process was essentially similar to that which the mature women were to engage in, except that the theoretical basis of the program was also explored.

Following the two day workshop the college counselors shared responsibility for workshop leadership with personnel from Success Motivators. During the Spring cycle of NOSMAW '76 , the counselors functioned as independent group leaders without assistance from Success Motivators.

PEER SPONSOR PROGRAM

Following the first year of NOSMAW, there was some concern that the women who had enrolled in college would experience some anxiety and a sense of alienation in a world of 18 and 19 year olds. The "Women in a Changing World" program had helped them through the decision-making process, and then left them at a point where they were about to face some real challenges in their freshman year. Thus, NOSMAW '76 sought to implement some support services for graduates of the program.

The peer sponsor program was designed to put NOSMAW graduates in contact with other mature women students who had similar experiences. An effort was made to use already existing organizations and services wherever possible.

BCC: BCC has small freshman orientation groups that meet weekly with a counselor. During NOSMAW '75 one of the BCC counselors, who had participated in the workshop series, decided to enroll NOSMAW '75 graduates, as a group, in her freshman orientation sessions. This proved to be a successful support service, with excellent attendance and response, and so it was continued for graduates of NOSMAW '76.

BMCC: An attempt was made to enlist the interest of mature students in sponsoring NOSMAW '76 graduates. However, there is a relatively low registration of mature women at BMCC and these are generally working women who attend in the evening. Thus there were very few women whose schedules allowed them the extra time peer sponsorship would require. Several counselors sent letters to NOSMAW graduates inviting them to one or two meetings in the beginning of their freshman semester. These meetings were poorly attended and so they were discontinued.

QCC: In an attempt to implement a peer sponsor program, women from from QCC's "Over 25" club were invited to the final workshop to meet with the new freshmen. Prospective sponsors met with a counselor for an orientation session. During the Fall cycle there appeared to be a lively interaction between sponsors and workshop members. Telephone numbers were exchanged with the promise on both sides of further contact. However only seven women were enrolled as freshmen in the Spring semester and these women did not contact their sponsors. They seemed to prefer reaching out to the women whom they met at the workshops and with whom they had developed strong ties.

During the Spring cycle, the workshop participants enthusiastically responded to visitors from the "Over 25" club. Also, club members have sought and have received an allocation from the Student Government to mail letters to all new students over 25, inviting them to an orientation get-together early in the school year.

The "Over 25" club, which had been relatively inactive during '75-76 now seems to have a new cause--helping graduates of NOSMAW. How effectively they will be able to provide a support service cannot be determined until next year.

SICC: SICC did not have an ongoing support service designed for mature women. For example, freshman orientation groups were a hetergeneous mix of students. Counseling services were provided by individual departments so that there was no centralized program that could assist NOSMAW graduates. In order to implement a peer sponsorship program, mature students and graduates who were interested in a career in counseling were given three to four credits to work with small groups (ratio of one peer counselor to four women) of NOSMAW graduates. Peer counselors held periodic meetings with the women and received supervision from SICC counselors.

In three of the four colleges, NOSMAW '76 has developed a framework within which NOSMAW graduates could receive support services. These services need further development and supervision. A follow up evaluation could produce useful data on the number of women who use the services and the frequency of contact.

EVALUATION OF THE NOSMAW '76 PROGRAM

Evaluation of the NOSMAW '76 program has five components: 1) demographic analysis; 2) workshop participants' response to the program; 3) attitudinal and cognitive changes in workshop participants; 4) behavioral changes in workshop participants and 5) counselors' response to the Motivation Advance (or Success Motivation) training they received.

Although 261 women completed the workshop series (defined as attending four or more workshops), only 253 returned the evaluation forms. Of the evaluation forms returned, several were not included in the evaluation because of numerous omissions of response. In order to safeguard the rights and privacy of the women they were informed that they were free to choose not to respond to particular questions. As a consequence, many answers were omitted thereby invalidating some of the attitude scale scores. The final assessment to be reported is based on data from those workshop completers who submitted a complete pre- and post-series evaluation.

Demographic Analysis

The purpose of the demographic analysis is to provide a profile describing those women who are attracted to a preadmission counseling program. The demographic analysis will compare the women at the four colleges on age, ethnicity, marital status, number of children, educational level, parents educational level, and socio-economic status as revealed by husbands' education and occupational level and income. Workshop completers (those who attended four or more workshops) will be compared as a group to those who attended the Introductory Meeting. Further, the women's motivation for attending the introductory conference will be discussed. Also included in this section is an examination of the women's career interests as they reported them during the Introductory Conference; their sustained interest in college attendance; and their motivation for attending the conference. (See Demographic Questionnaire, Appendix VII, pp. 91-94.)

Table 3

Demographic Data on Women Attending the Introductory Conferences

Educational Level-Self

Education-Self	Less than 8th Grade		8th Grade or More		H.S. Grad.or Equivalent		Some College		College Graduate		Don't Know		No Response		Total	
School	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
BCC	0	0	10	8	73	57	35	28	3	2	0	0	6	5	127	100
BMCC	0	0	7	6	60	48	45	36	10	8	0	0	3	2	125	100
QCC	0	0	10	6	92	54	48	28	14	8	0	0	6	4	170	100
SICC	0	0	4	2	170	68	64	26	11	4	0	0	1	1	250	100
Total	0	0	31	5	395	59	192	29	38	6	0	0	16	12	672	100

X^2 (12) = 24.82, $p < .05$

Table 4

Demographic Data on Workshop Completers

Age

Age	25 or under		26-36		37-47		48-55		55+		No Response		Total	
School	N	%	N	%	N	%	N	%	N	%	N	%	N	%
BCC	3	5	32	54	16	27	4	7	2	3	2	3	59	100
EMCC	5	10	22	42	18	35	4	8	2	4	1	2	52	100
QCC	0	0	19	28	24	35	18	26	4	6	3	4	68	100
SICC	2	3	35	47	26	35	9	12	2	3	0	0	74	100
Total	10	4	108	43	84	33	35	14	10	4	6	2	253	100

X^2 (12) = 26.68, $p < .01$

Table 5

Demographic Data on Women Attending the Introductory Conferences

Age

Age	25 or under		26-36		37-47		48-55		55+		No Response		Total	
School	N	%	N	%	N	%	N	%	N	%	N	%	N	%
BCC	10	8	61	48	36	28	11	9	5	4	4	3	127	100
EMCC	14	11	52	42	34	27	13	10	8	6	4	3	125	100
QCC	2	1	54	32	58	34	45	26	8	5	3	2	170	100
SICC	8	3	109	44	96	38	31	12	4	2	2	1	250	100
Total	34	5	276	41	224	33	100	15	25	4	13	2	672	100

X^2 (12) = 55.22, $p < .001$

Table 6

Demographic Data on Workshop Completers

Marital Status

Marit.Stat.	Single		Married		Separated or Divorced		Widowed		No Response		Total	
School	N	%	N	%	N	%	N	%	N	%	N	%
BCC	8	14	31	53	13	22	5	8	2	3	59	100
BMCC	7	13	30	58	11	21	1	2	3	6	52	100
QCC	4	6	57	84	4	6	3	4	0	0	68	100
SICC	1	1	66	89	2	3	2	3	3	4	74	100
Total	20	8	184	73	30	12	11	4	8	3	253	100

X^2 (9) = 37.46, p <.001

Table 7

Demographic Data on Women Attending the Introductory Conferences

Marital Status

Marit.Stat.	Single		Married		Separated or Divorced		Widowed		No Response		Total	
School	N	%	N	%	N	%	N	%	N	%	N	%
BCC	19	15	56	44	37	29	12	9	3	2	127	100
BMCC	27	22	64	51	29	23	2	2	3	2	125	100
QCC	10	6	141	83	11	6	5	3	3	2	170	100
SICC	4	2	217	87	15	6	7	3	7	3	250	100
Total	60	9	478	71	92	14	26	4	16	2	672	100

X^2 (9) = 137.17, p. <.0001

Table 8

Demographic Data on Workshop Completers

Ethnicity

Ethnicity	Black		White		Hispanic		Oriental		Other		No Response		Total	
School	N	%	N	%	N	%	N	%	N	%	N	%	N	%
BCC	36	61	10	17	8	14	0	0	0	0	5	8	59	100
BMCC	16	31	27	52	3	6	0	0	3	6	3	6	52	100
QCC	3	4	60	88	0	0	0	0	0	0	5	7	68	100
SICC	3	4	62	84	1	1	0	0	2	3	6	8	74	100
Total	58	23	159	62	12	5	0	0	5	2	19	8	253	100

X^2 (12) = 112.37, <.0001

Table 9

Demographic Data on Women Attending the Introductory Conferences

Ethnicity

Ethnicity	Black		White		Hispanic		Oriental		Other		No Response		Total	
School	N	%	N	%	N	%	N	%	N	%	N	%	N	%
BCC	73	57	26	20	15	12	1	1	2	2	10	8	127	100
BMCC	40	32	58	46	16	13	0	0	5	4	6	5	125	100
QCC	8	5	149	88	0	0	0	0	0	0	13	8	170	100
SICC	6	2	229	92	1	0	0	0	3	1	11	4	250	100
Total	127	19	462	69	32	5	1	0	10	1	50	7	672	100

X^2 (12) = 308.29, p <.0001

Table 10

Demographic Data on Workshop Completers

Number of Children

Children	0		1		2		3		4		5		6		7+		No Response		Total	
School	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
BCC	6	10	9	15	17	29	12	20	10	17	1	2	1	2	0	0	3	5	59	100
BMCC	9	17	12	23	20	38	8	15	1	2	1	2	1	2	0	0	0	0	52	100
QCC	6	9	8	12	25	37	20	29	7	10	0	0	2	3	0	0	0	0	68	100
SICC	1	1	2	3	29	39	29	39	6	8	1	1	4	5	2	3	0	0	74	100
Total	122	9	31	12	91	36	69	27	24	9	3	1	8	3	2	1	3	1	253	100

X^2 (21) = 43.35, p <.005

Table 11

Demographic Data on Women Attending the Introductory Conferences:

Number of Children

Children	0		1		2		3		4		5		6		7+		No Response		Total	
School	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
BCC	14	11	20	16	50	39	16	13	14	11	4	3	2	2	0	0	7	6	127	100
BMCC	23	18	30	24	42	34	12	10	6	5	2	2	2	2	1	1	7	6	125	100
QCC	15	9	16	9	72	42	47	28	13	8	1	1	5	3	0	0	1	1	170	100
SICC	6	2	18	7	91	36	85	34	25	10	9	4	7	3	2	1	7	3	250	100
Total	58	9	84	13	255	38	160	24	58	9	16	2	16	2	3	0	22	3	672	100

X^2 (21) = 90.42, p <.0001

Table 12

Demographic Data on Workshop Completers

Father's Educational Level

Education-Father	Less than 8th Grade		8th Grade or More		H.S. Grad. or Equivalent		Some College		College Graduate		Don't Know		No Response		Total	
School	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
BCC	10	17	14	24	6	10	5	8	3	5	6	10	15	25	59	100
BMCC	8	15	16	31	12	23	5	10	1	2	5	10	5	10	52	100
QCC	14	21	12	18	19	28	8	12	2	3	4	6	9	13	68	100
SICC	10	14	25	34	21	28	6	8	2	3	5	7	5	7	74	100
Total	42	17	67	26	58	23	24	9	8	3	20	8	34	13	253	100

X^2 (2) = 10.91, p >.05

Table 13

Demographic Data on Women Attending the Introductory Conferences

Father's Educational Level

Education-Father	Less than 8th Grade		8th Grade or More		H.S.Grad. or Equivalent		Some College		College Graduate		Don't Know		No Response		Total	
School	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
BCC	26	20	35	28	14	11	8	6	4	3	13	10	27	21	127	100
BMCC	21	17	31	25	30	24	9	7	9	7	11	9	14	11	125	100
QCC	36	21	41	24	37	22	16	9	10	6	12	7	18	11	170	100
SICC	36	14	94	38	74	30	16	6	7	3	9	4	14	6	250	100
Total	119	18	201	30	155	23	49	7	30	4	45	7	73	7	672	100

X^2 (12) = 25.88, p <.05

Table 14

Demographic Data on Workshop Completers

Mother's Educational Level

Education-Mother	Less than 8th Grade		8th Grade or More		H.S. Grad. or Equivalent		Some College		College Graduate		Don't Know		No Response		Total	
School	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
BCC	10	17	20	34	10	17	0	0	1	2	3	5	15	25	59	100
BMCC	12	23	13	25	10	19	0	0	5	10	5	10	7	13	52	100
QCC	12	18	21	31	20	29	3	4	2	3	2	3	8	12	68	100
SICC	8	11	26	35	29	39	1	1	1	1	5	7	4	5	74	100
Total	42	17	80	32	69	27	4	2	9	4	15	6	34	13	253	100

X^2 (12) = 22.31, $p < .05$

Table 15

Demographic Data on Women Attending the Introductory Conferences

Mother's Educational Level

Education-Mother	Less than 8th Grade		8th Grade or More		H.S. Grad. or Equivalent		Some College		College Graduate		Don't Know		No Response		Total	
School	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
BCC	22	17	39	31	27	21	7	6	3	2	6	5	23	18	127	100
BMCC	28	22	34	27	27	22	3	2	8	6	11	9	14	11	125	100
QCC	36	21	50	29	47	28	6	4	4	2	9	5	18	11	170	100
SICC	36	14	92	37	85	34	12	5	4	2	10	4	11	4	250	100
Total	122	18	215	32	186	28	28	4	19	3	36	5	66	10	672	100

X^2 (12) = 21.13, $p < .05$

Table 16

Demographic Data on Workshop Completers

Husband's Educational Level

Education-Husband	Less than 8th Grade		8th Grade or More		H.S. Grad. or Equivalent		Some College		College Graduate		Don't Know		No Response		Total	
School	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
BCC	1	2	9	15	19	32	10	17	3	5	1	2	16	27	59	100
BMCC	0	0	6	12	12	23	8	15	10	19	1	2	15	29	52	100
QCC	0	0	5	7	24	35	9	13	20	29	0	0	10	15	68	100
SICC	1	1	9	12	23	31	19	26	20	27	0	0	2	3	74	100
Total	2	1	29	11	78	31	46	18	53	21	2	0	43	17	253	100

X^2 (12) = 16.15, $p > .05$

Table 17

Demographic Data on Women Attending the Introductory Conferences

Husband's Educational Level

Education-Husband	Less than 8th Grade		8th Grade or More		H.S. Grad. or Equivalent		Some College		College Graduate		Don't Know		No Response		Total	
School	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
BCC	2	2	22	17	33	26	18	14	8	6	1	1	43	34	127	100
BMCC	0	0	14	11	21	17	16	13	25	20	2	2	47	38	127	100
QCC	0	0	12	7	46	27	36	21	56	33	0	0	20	12	170	100
SICC	1	0	25	10	80	32	78	31	54	22	0	0	12	5	250	100
Total	3	0	73	11	180	27	148	22	143	21	3	0	122	18	672	100

X^2 (12) = 49.07, $p < .001$

Table 18

Demographic Data on Workshop Completers

Husband's Work Level

	BCC		BMCC		QCC		SICC		Total	
	N	%	N	%	N	%	N	%	N	%
Professional/ Managerial (independent responsibility)	2	3	1	2	2	3	4	5	9	4
Professional/ Managerial	4	7	11	21	20	29	23	31	58	23
Semi-Professional Small Business	4	7	2	4	7	10	5	7	18	7
Skilled	16	27	11	21	14	21	22	30	63	25
Semi-Skiiled	4	7	2	4	3	4	5	7	14	6
Unskilled	4	7	1	2	0	0	2	3	7	3
Not Classifiable	25	42	24	46	22	32	13	18	84	33
Total	59	100	52	100	68	100	74	100	253	100

X^2 (15) = 17.64, $p > .05$

Table 19

Demographic Data on Women Attending the Introductory Conferences

Husband's Work Level

	BCC		BMCC		QCC		SICC		Total	
	N	%	N	%	N	%	N	%	N	%
Professional/ Managerial (independent responsibility)	3	2	4	3	4	2	10	4	21	3
Professional/ Managerial	9	7	25	20	55	32	84	34	173	26
Semi-Professional Small Business	6	5	4	3	17	10	17	7	44	7
Skilled	25	20	21	17	33	19	74	30	153	23
Semi-Skilled	13	10	6	5	10	6	18	7	47	7
Unskilled	11	9	2	2	3	2	8	3	24	4
Not Classifiable	60	47	63	50	48	28	39	16	210	31
Total	127	100	125	100	170	100	250	100	672	100

X^2 (15) = 45.11, $p < .001$

Table 20

Demographic Data on Workshop Completers

Income

Income	Under 5		5-10		10-15		15+		No Response		Total	
School	N	%	N	%	N	%	N	%	N	%	N	%
BCC	12	20	20	34	0	0	16	27	11	19	59	100
BMCC	7	13	16	31	2	4	15	29	12	23	52	100
QCC	2	3	12	18	5	7	39	57	10	15	68	100
SICC	0	0	6	8	11	15	54	73	3	4	74	100
Total	21	8	54	21	18	7	124	49	36	14	253	100

X^2 (9) = 62.48, p <.0001

Table 21

Demographic Data on Women Attending the Introductory Conferences

Income

Income	Under 5		5-10		10-15		15+		No Response		Total	
School	N	%	N	%	N	%	N	%	N	%	N	%
BCC	23	18	36	28	1	1	32	25	35	28	127	100
BMCC	17	14	44	35	6	5	32	26	26	21	125	100
QCC	5	3	23	14	5	3	106	62	31	18	170	100
SICC	6	2	26	10	25	10	174	70	19	8	250	100
Total	51	8	129	19	37	6	344	51	111	17	672	100

X^2 (9) = 143.65, p <.0001

Participants' Educational Level

Most of the women attracted to the Introductory Conference were high school graduates; a few were college graduates (6%); a few did not graduate high school (5%); and a considerable number were college drop-outs (29%). Because of the restrictions imposed for workshop registration, all workshop completers were high school graduates or had less than 32 college credits. (See Table 3.)

Age

The median age group of workshop completers was 37-47. However, there was a significant difference in the age groups at the various colleges: BMCC and BCC attracted a younger group (median age 26-36) than SICC and QCC (median age 37-47). (See Tables 4 and 5.)

There was no significant age difference between Introductory Conference attenders and workshop completers.

Marital Status

Approximately three-quarters of the workshop completers were married. However, the percentage of separated and divorced women at BCC and BMCC (22% and 21% respectively) is significantly greater than found for QCC and SICC (6% and 3% respectively). A similar pattern exists for those who attended the Introductory Conference. (See Tables 6 and 7.)

Ethnicity

Most of the workshop completers were White; 23% were Black; and 5% were Hispanic. Black and Hispanic women were in the majority at BCC and represented a sizable proportion (37%) at BMCC. At SICC and QCC the participants were a homogeneous group of white women, with a very small representation of Blacks and Hispanics. There was no significant difference in the ethnic distribution of those attending the Introductory Conference and those completing the workshop series. (See Tables 8 and 9.)

Number of Children

Approximately 90% of the women attending the Introductory Conference or completing the workshop series have children. While 14% of the workshop completers had four or more children, the median number of children was two. The women at BMCC had fewer children than those at SICC where the median number of children was three. There was no significant difference in number of children between workshop completers and those attending the Introductory Conference. (See Tables 10 and 11.)

Parent's Educational Level

Forty-three percent of the fathers and 50% of the mothers of workshop completers did not graduate from high school. A large percentage (18%) of parents had less than an 8th grade education. Parents' educational level was similar in the four schools. There was a similar pattern for those attending the Introductory Conference. (See Tables 12, 13, 14 and 15.)

Socio-economic Status

Socio-economic status as a function of husbands' educational and work level was difficult to ascertain in that so many women did not respond to these questions. Considering those who did respond, the indications are that most of the husbands of workshop completers had graduated high school, and 21% were college graduates. In contrast to BCC where only 5% of husbands were college graduates, QCC and SICC workshop completers report that 29% and 27% respectively, of their husbands had graduated college. (See Tables 16 and 17.)

Husbands' work levels were classified according to Roe's (1956) scheme. Thirty-one percent either did not respond, or the response could not be classified. Of the remaining 69%, 23% held professional or managerial jobs and 25% held skilled jobs. When considering workshop completers only, there was no statistical difference in husband's educational or occupational level between school. In contrast, when considering those who attended the Introductory Conference, there was a significant difference between schools for these variables. In that the distribution of these variables is similar for both workshop completers and those who attended Introductory Conferences, it is likely that the lack of a statistically significant difference between schools for workshop completers is due to the relatively low number of workshop completers (N=253) compared to Introductory Conference attenders (N=672). (See Tables 18 and 19.)

Income

Forty-nine percent of the workshop completers responded that their family income was more than $15,000. However, there were distinct differences in income in the four schools. Although 14% of the women did not respond to this question, 20% and 13% at BCC and BMCC respectively, reported incomes under $5,000. In contrast, only 3% of QCC women and no women at SICC reported such a low income. The median income at SICC

and QCC was more than $15,000. The difference between the schools was significant at p <.0001. There was no difference in incomes between the women attending Introductory Conferences and those completing workshops. (See Tables 20 and 21.)

Profile of the Typical Workshop Completer

The typical workshop completer at BCC was a married Black woman in her late 20's or early 30's, with two children, and an income of between $5-10,000. Her husband was a skilled worker, who was a high school graduate. Neither her father or mother completed high school.

The typical workshop completer at BMCC was a married White woman in her late 20's or early 30's, with two children, and an income of between $5-10,000. Her husband was a high school graduate and a skilled worker. Neither her father or mother completed high school.

In QCC the typical workshop completer was a married White woman, in her late 30's or early 40's, with two children and an income of more than $15,000. Her husband was a high school graduate in a management level position. Both her father and mother were high school graduates.

The SICC woman was White, married, in her late 20's or early 30's with three children, and an income of more than $15,000. Her husband was a high school graduate in a management level position. Both her father and mother completed high school.

Career Interests

Women were given a list of occupations during the Introductory Conference and asked to check off as many as interested them. Table 22 shows the career interests held by 20% or more of the women. Social service occupations, such as psychologist, social worker, teacher, recreation leader, and mental health aide appear to be among the most popular choices. (See Occupational Checklist, Appendix VIII, p. 95.)

Table 22

Career Interests Held by 20% or More of Workshop Completers

Occupation	BCC %	BMCC %	QCC %	SICC %
Computer Programmer	27	-	-	20
Buyer	31	20	26	24
Ecologist	-	-	25	-
Psychologist	29	43	22	37
Business Manager	20	-	-	-
Real Estate Agent	-	-	22	-
Social Worker	56	47	32	36
Teacher	25	42	26	28
Mental Health Aide	33	23	22	32
Laboratory Technician	-	-	-	32
Recreational Leader	37	25	20	-
X-Ray Technician	24	-	-	28
Library Assistant	-	36	28	29
Dental Hygienist	-	-	-	27
Nurse	24	-	-	23
Medical Records Technician	20	23	20	33

Motivation to Attend College

Tables 23 and 24 indicate that the women had considered applying to college for many years. The women at BMCC had comtemplated college attendance for an average of 7.49 years. At the other colleges workshop completers had been considering college for 3.80 to 4.67 years.

In response to an open ended question asking the women what had promoted their interest in attending the "Women in a Changing World" Introductory Conference, the most frequent factor cited, in all the colleges, was their wish to develop their career potential. (See Table 25.) Other less frequently cited motives appeared to relate to the women's need to fulfill their potential and enrich their lives.

Table 23

Number of Years Consideration Given to College Attendance: Workshop Completers

School	Number of Women N	Average Number of Years Considered $\bar{X}$
BCC	50	4.03
BMCC	37	7.49
QCC	43	4.67
SICC	62	3.80

Table 24

Number of Years Consideration Given to College Attendance: Introductory Conference Attenders

School	Number of Women N	Average Number of Years Considered $\bar{X}$
BCC	83	5.11
BMCC	90	4.58
QCC	104	4.54
SICC	187	2.30

Table 25

Factors Promoting Interest in College Attendance

as Listed by Introductory Conference Attenders

	BCC		BMCC		QCC		SICC		Total	
	N	%	N	%	N	%	N	%	N	%
Career Development Needs										
Career Choice	3	2	9	7	15	9	16	6	43	6
Improve Work Skills	48	40	42	33	36	21	68	27	194	29
Need Money	-	-	3	2	5	3	6	2	14	2
Unemployed	-	-	1	1	2	1	2	1	5	1
Exposure Through Work	2	2	3	2	4	2	2	1	11	2
Financial Independence	4	3	5	4	3	2	2	1	14	2
Need for Success & Achievement	3	2	5	4	3	2	6	2	17	3
Sub-Total	60	50	68	54	68	39	102	40	298	44
Self-Actualization Needs										
Dissatisfaction with Current Life	1	1	10	8	6	3	17	7	34	5
Self-Improvement	8	7	3	2	8	5	12	5	31	5
Long-Term Wish	5	4	6	5	6	3	3	1	20	3
Need for Mental Stimulation	2	2	2	2	6	3	10	4	20	3
Need for Fulfillment	5	4	4	3	9	5	17	7	35	5
Improve Education	5	4	10	8	11	6	17	7	43	6
Sub-Total	26	22	35	28	46	27	76	30	183	27
Other										
Fits in with Family Time Schedule	4	3	3	2	8	5	13	5	28	4
Peer, Family or Counselor Support	1	1	4	3	3	2	4	2	12	2
Opportunities Open for Women	2	2	1	1	-	-	1	-	4	1
Example for Children & Others	3	2	-	-	-	-	-	-	3	-
Sub-Total	10	8	8	6	11	6	18	7	47	7
No Response	25	31	15	12	48	28	58	23	146	22
Totals	121	100	126	100	173	100	254	100	674	100

Participant Response to the Workshop Series

Women attending the final session[1] received a questionnaire[2] that asked them to rate the program as a whole and each individual workshop as either very helpful, helpful, or not helpful. Responses were weighted so that very helpful received a score of 3, helpful a score of 2 and not helpful a score of 1. Thus the closer the weighted mean score was to three, the greater the perceived helpfulness.

The "Women in a Changing World" program as a whole was rated very helpful by the majority of women in each of the schools for each cycle of the program. Table 26 shows the weighted mean score for each college.

Table 26

Workshop Participants Expressed Satisfaction[a] with the Workshop Series n=201

College	Fall Cycle $\bar{x}$	Spring Cycle $\bar{x}$
BCC	3.0	2.8
BMCC	2.8	2.6
QCC	2.6	2.7
SICC	2.8	2.8

[a]Rated on a three point scale with 3 = very helpful, 2 = helpful, and 1 = not helpful.

The following tables describe the workshop participants' satisfaction (very helpful, helpful, not helpful) with each of the workshops. The median rating for the individual workshops at each of the four colleges was 2.5. The most frequent rating (the mode) was 2.7. Ninety-eight percent of the workshops received a mean rating of 2.0 or better. This data indicates a high degree of satisfaction with the content of the individual workshops.

The tables are organized in three categories according to the basic nature of the workshop: self-awareness workshops, college information workshops, and career exploration workshops.

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[1]Absentees were sent evaluation forms in the mail with self-addressed, stamped envelopes.

[2]See Workshop Evaluation Questionnaire, Appendix IX, pp. 96-98.

Self-Awareness Workshops: Evaluation

The self-awareness sessions consisted of three Motivation Advance phases and one session where management of multiple roles was discussed. The high scores seen in Table 27 reflect the popularity of the Motivation Advance Program with this group of women. A drop in the ratings for the third BMCC workshop during the Spring cycle is probably due to the fact that several counselors could not be in attendance during a crucial portion of the program.

Table 27

Workshop Participants Expressed Satisfaction[a] with Self-Awareness Sessions: Motivation Advance

College		BCC $\bar{x}$	BMCC $\bar{x}$	QCC $\bar{x}$	SICC $\bar{x}$
Session					
I	Fall	2.7	2.8	2.8	2.7
	Spring	2.5	2.8	2.5	2.8
II a.m.	Fall	2.8	2.7	2.7	2.6
	Spring	2.7	2.6	2.6	2.7
III a.m.	Fall	2.7	2.7	2.6	2.6
	Spring	2.7	2.3	2.6	2.5

[a]Rated on a three point scale with 3 = very helpful, 2 = helpful, and 1 = not helpful.

Ratings shown in Table 28 indicate that the women found the discussions concerning multiple roles to be useful. The consistently high rating by SICC participants probably reflects their concerns in this area and their need for suitable role models with whom they can identify.

Table 28

Workshop Participants Expressed Satisfaction[a] with Self-Awareness Workshop: Managing Multiple Roles

College	Activity	Fall $\bar{x}$	Spring $\bar{x}$
BCC	Consciousness-raising	2.6	2.1
BMCC	Consciousness-raising	2.4	2.2
QCC	Discussion with community college students	2.3	2.8
SICC	Discussion with community college students	2.7	2.7

[a]Rated on a three point scale with 3 = very helpful, 2 = helpful, and 1 = not helpful.

Career Exploration Workshops: Evaluation

The women explored career possibilities through workshops focusing on: Careers for Women; Kuder Occupational Interest Survey; The Job Market; and Career Decision-Making Activities.

Table 29 indicates that the workshop participants found discussions by women engaged in various careers to be useful. The superior rating for the Spring cycle over the Fall cycle, in QCC and SICC, probably reflects the groups' approval of the inclusion among the speakers, of women in traditional as well as non-traditional fields.

Table 29

Workshop Participants Expressed Satisfaction[a]
with Career Exploration Workshop: Careers for Women
(Traditional and Non-Traditional)

College	Fall Cycle $\bar{x}$	Spring Cycle $\bar{x}$
BCC	2.3	2.3
BMCC	2.4	2.4
QCC	2.1	2.4
SICC	2.1	2.5

[a]Rated on a three point scale with 3 = very helpful, 2 = helpful, and 1 = not helpful.

Table 30 indicates that although women generally found the discussions on the job market to be useful, there was a wide variation in their ratings. This workshop was most successful when the speakers discussed their own experiences; offered a positive outlook; discussed a broad variety of jobs that paid well; did not require extensive college training and were in demand. The least successful workshop was that in which the speaker said, in effect, that there were no jobs for anyone except secretaries.

Table 30

Workshop Participants Expressed Satisfaction[a] with Career Exploration Workshop: The Job Market

College	Speaker	Fall $\bar{x}$	Spring $\bar{x}$
BCC	College Alumni	2.6	2.5
BMCC	College Alumni	2.4	2.2
QCC	Industrial Representatives	2.2	2.4
SICC	Placement Officer	2.1	2.5

[a]Rated on a three point scale with 3 = very helpful, 2 = helpful, and 1 = not helpful.

Table 31 indicates that activities devised by the counselors to aid the women in the career decision-making process were well received. The one exception was the career library trip which was disappointing to the women because the activity lacked an individualized focus.

Table 31

Workshop Participants Expressed Satisfaction[a] with Career Exploration Workshop: Career Decision-Making Activities

College	Activity	Fall $\bar{x}$	Spring $\bar{x}$
BCC	Data, People, Things	2.5	2.6
BMCC	Values & Career	2.6	2.6
QCC	Career Library Visit	No activity	1.5
SICC	Group Discussions with Counselors Concerning Careers	2.4	No activity

[a]Rated on a three point scale with 3 = very helpful, 2 = helpful, and 1 = not helpful.

The ratings shown in Table 32 indicate that Fall workshop participants rated the feedback they received from the KOIS, higher than did Spring workshop participants. During the final oral evaluation, the Spring workshop participants referred to their expectation that the KOIS

would provide the final answer to their dilemma concerning career choice. When the results indicated careers that they had decided to leave, i.e. secretary, bookkeeper, etc., or careers that they felt were unattainable, i.e., Dean of Women, they were disappointed.

Table 32

Workshop Participants Expressed Satisfaction[a] with Career Exploration Workshop: Discussion of Results of Kuder Occupational Interest Survey

College	Format	Fall $\bar{x}$	Spring $\bar{x}$
BCC	Small groups	2.6	2.0
BMCC	Small groups	2.4	2.2
QCC	Small groups	2.5	2.0
SICC	Small groups	2.1	-
	Individual conference	-	2.8

[a]Rated on a three point scale with 3 = very helpful, 2 = helpful, and 1 = not helpful.

College Information Workshops: Evaluation

Information about the community college was imparted during: a college tour; an individual conference with each participant; and through a workshop that focused on college programs and application procedures.

The women's enthusiasm about receiving information about college programs and application procedures is revealed in the high rating they gave this workshop. (See Table 33.) The individual conferences, where each woman received information relevant to her particular needs, generally received one of the highest ratings in the series. (See Table 34.) This was in sharp contrast to ratings for the college tour, which, with the exception of the BCC tour, received the lowest ratings of the series. The college tour had been included in the NOSMAW '76 series based on experience during NOSMAW '75 at BCC where it was extremely successful. Its poor rating at BMCC is probably due to that college's lack of cohesive campus facilities. The poor ratings at SICC is probably accounted for by the reliance on inexperienced undergraduates to lead the tour. At BCC the counselors brought the women to various academic

departments where a faculty member met with them and responded to questions. Future college tours for women should retain this strategy. (See Table 35.)

Table 33

Workshop Participants Expressed Satisfaction[a] with College Information Workshop: Programs and Application Procedures

College	Content	Fall $\bar{x}$	Spring $\bar{x}$
BCC	Programs & Procedures	2.7	2.4
BMCC	Programs & Procedures	2.6	2.7
QCC	Admissions' Procedures	2.2	2.4
SICC	Programs	2.4	2.5
	Procedures	2.5	2.5

[a]Rated on a three point scale with 3 = very helpful, 2 = helpful and 1 = not helpful.

Table 34

Workshop Participants Expressed Satisfaction[a] with College Information Workshop: Individual Conferences with Counselors

College	Fall Cycle $\bar{x}$	Spring Cycle $\bar{x}$
BCC	2.7	2.9
BMCC	2.6	Not held
QCC	2.6	2.8
SICC	2.3	2.8

[a]Rated on a three point scale with 3 = very helpful, 2 = helpful and 1 = not helpful.

Table 35

Workshop Participants Expressed Satisfaction[a]
with College Information Workshop: College Tour

College	Leader	Fall $\bar{x}$	Spring $\bar{x}$
BCC	Counselors	2.7	2.5
BMCC	Counselors	2.1	1.5
QCC	High School Liaison Counselor	2.3	2.3
SICC	Students	2.1	1.5

[a]Rated on a three point scale with 3 = very helpful, 2 = helpful, and 1 = not helpful.

Attitudinal Changes

It was assumed that any behavioral change that occurred would be preceded by a change in attitude. An attempt was made to measure this change by comparing pre and post test scores on two instruments:

1) Rotter's Internal-External Locus of Control Scale (Rotter, 1966). This scale examines the degree to which a person believes that rewards are contingent upon luck, chance, fate, or are generally under the control of others (external control). This belief is contrasted with the perception of reward being contingent on the person's own behavior or attributes (internal control). Low scores (on a scale from 0-29) indicate a high level of internal control. (See Appendix X, pp.99-101.)

2) Personal Competence Scale (Campbell, 1971). The items on this scale concerned the womens' judgment of their capacity to cope with circumstances that might reasonably be expected to arise in their lives. Low scores (on a scale from 8 to 24) indicate a higher level of personal competence. (See Appendix XI, p. 102.)

The data was examined for three schools. Only one woman at BMCC returned scales for which all questions had been completed. Therefore, BMCC was omitted in the analysis of attitudinal changes.

Pre-post data for the workshop completers in the Fall cycle (treatment group) was compared with data for those women who had both attended the Introductory Conferences and registered for the workshop series; but who had been randomly selected to attend the Spring rather than

Fall cycle. This latter group will be referred to as the waiting-list group. Both treatment and waiting list groups took the attitude scales twice: once in the Fall (pre) and again in February (post).

Internal-External Locus of Control Scale

An analysis of variance for pre and post scores (I-E scores) on the Locus of Control Scale for treatment and waiting groups in three schools indicate that:

1. There is apparently little or no effect due to the schools alone on I-E scores.
2. There is apparently little or no effect on I-E scores due to treatment (workshop participation) alone.
3. There is apparently little or no effect on I-E scores of test replication (pre and post) alone.
4. There is apparently an interaction between schools and pre and post test replications--meaning that the magnitude and direction of I-E scores in pre and post tests differed in different schools.
5. There is apparently an interaction between schools, treatment and test replication, meaning that the magnitude and direction of I-E scores in pre and post scores differed for workshop participant and waiting list groups. Further the magnitude and direction of this effect differed in the various schools. (See Tables 36 and 37.)

Table 36

Analysis of Variance of Pre and Post Locus of Control Scores for Workshop Participant and Waiting List Groups in Three Community Colleges

Source	df	SS	MS	F
Schools (A)	2	5.10	2.55	.08
Groups (B)	1	5.61	5.61	.19
Interaction (AxB)	2	135.93	67.96	2.24
Test (C)	1	1.29	1.29	.28
Interaction (AxC)	2	29.45	14.73	3.20*
Interaction (BxC)	1	3.55	3.55	.77
Interaction (AxBxC)	2	34.66	17.33	3.76*

*p <.05

Table 37

Pre and Post Mean Scores on the Locus of Control Scale
for Workshop Participant and Waiting List Groups
in Three Community Colleges

	Number of Women	Workshop Participant Group		Number of Women	Waiting List Group	
		Pre	Post		Pre	Post
School	N	$\bar{X}$	$\bar{X}$	N	$\bar{X}$	$\bar{X}$
BCC	19	7.79	6.68	17	7.65	8.71
QCC	13	8.00	9.62	19	6.32	6.68
SICC	35	8.32	6.97	36	8.06	7.81

In contrast to the waiting list group, the workshop participant group in BCC and SICC developed a greater belief that the rewards in their lives are contingent upon their own behavior or attributes (internal control). However, the workshop participant group in QCC developed a greater belief that rewards in their life were controlled by forces outside themselves (luck, chance, fate) and may occur independantly of their own actions (external control). One possible explanation for this finding is that women in the QCC group, in contrast to those at BCC and SICC, were not given exceptional treatment in the registration process and as a consequence could not, under any circumstances, promptly carry through the decision to register for college. In addition, the QCC women who, as a group were significantly older than the women at BCC and SICC, may have felt that because of their age, society allowed them fewer options in terms of careers and other courses of action.

Competency Scale

An analysis of variance on pre and post test scores for workshop participant and waiting list groups in three schools indicated that:

1. There is apparently no difference in sense of competency due to differences in schools on pre and post test replication.
2. The scores on the competency test differed for experimental and control groups.

3. There was no effects on competency scores due to interaction between any of the variables (pre - post testing and schools).

Although women were randomly assigned to either waiting list or treatment groups, the women who were assigned to the treatment group initially scored lower (more competent) on this scale. Thus, because of this initial difference in the groups, no conclusions can be drawn. (See Tables 38 and 39.)

Table 38

Analysis of Variance of Pre and Post Competency Scores for Workshop Participant and Waiting List Groups in Three Community Colleges

Source	df	SS	MS	F
Schools (A)	2	8.51	4.26	.22
Groups (B)	1	88.41	88.41	4.61*
Interaction (AxB)	2	21.12	10.56	.55
Test (C)	1	.01	.01	.00
Interaction (AxC)	2	13.15	6.58	1.54
Interaction (BxC)	1	.00	.00	.00
Interaction (AxBxC)	2	16.99	8.49	1.98

*p <.05

Table 39

Pre and Post Mean Scores on the Competency Scale for Workshop Participant and Waiting List Groups in Three Community Colleges

	Number of Women	Workshop Participant Group		Number of Women	Waiting List Group	
		Pre	Post		Pre	Post
School	N	$\bar{X}$	$\bar{X}$	N	$\bar{X}$	$\bar{X}$
BCC	23	15.22	15.26	19	17.05	15.74
QCC	17	15.88	15.71	28	15.82	16.68
SICC	34	15.29	15.38	41	17.02	17.00

Cognitive Changes

An instrument designed by project staff, was used to measure cognitive changes (see Appendix XII, pp. 103-104). This test sought to determine whether the women had acquired the basic knowledge and terminology required for understanding college procedures. A "T" test of the pre and post scores revealed that the women completing the workshops gained significantly in college information. (See Table 40.)

Table 40

A Comparison of Pre and Post Mean Scores[a]
on College Information Questionnaire
in Workshop Completers

School	N	Pre $\bar{x}$	Post $\bar{x}$	df	T
BCC	25	9.16	10.40	24	-1.83*
BMCC	32	8.28	10.91	31	-5.05***
QCC	17	8.53	11.12	16	-3.46**
SICC	35	9.66	11.74	34	-5.47***

[a]Score interpretation: This is a 17 item questionnaire in which 17 constitutes a perfect score

[b]*p <.05 **p <.01 ***p <.001

Behavioral Change: College Applications

In order to evaluate whether or not the NOSMAW'76 workshop was effective, it is necessary to determine whether any behavioral changes had taken place. The clearest indicator that the workshop participant had taken affirmative steps towards expanding her career potential was her application for admission to college.

During the Introductory Conference the workshop completers had replied to a questionnaire that they had been considering registering for college for an average 5.04 years. However, in the years preceding the NOSMAW program only 18% of the women had submitted applications. One undeniably positive measure of the program's effectiveness would be a considerable increase in the number of women applying to the college for admission.

It is understood that many of the women who enrolled in the workshops might expand their career potential through other options (apprenticeships, jobs, non-credit programs). Also it is quite possible that the effects of the workshops cannot be reasonably measured immediately following termination, for there may well be a delayed response to the program. Nevertheless, within the community college context in which the NOSMAW '76 program operated, the numbers of FTE's generated is a crucial variable in determining effectiveness.

Two-hundred-sixty-one women completed the NOSMAW workshop series. Of these, 189 or 72.5%, applied to college. (See Table 41.)

Table 41

College Applications of Workshop Participants

College	Attendance at 1st Workshop N		Completion* of Workshops N		Completion* of Workshops %		College Application N		College Application %	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
BCC	50	31	34	25	68	81	27	15	79	60
BMCC	45	27	40	16	89	59	24	13	60	81
QCC	45	48	30	39	66	81	19	27	63	69
SICC	50	45	43	34	86	76	36	28	84	82
Sub-Total	190	151	147	114	$\bar{x}$=77%	$\bar{x}$=74%	106	83	$\bar{x}$=72%	$\bar{x}$=73%
TOTAL	341		261		76%		189		72.5%	

*Completion of workshops is here defined as those who attended four or more workshops.

Table 42 describes the programs chosen by the women as indicated by their responses on the final questionnaire. One-hundred-sixteen women applied for occupational programs, and 71 applied for liberal arts programs. Most of those applying for liberal arts are women who have not yet decided on a course of study. Others, among the liberal arts applicants, are those who are unable to enter the program of their choice because of academic requirements, oversubscription of the program, or because the program is not available locally. Undeniably, some will remain liberal arts students, but a sizable portion of these 71 women are likely to change their commitment.

Table 42

Fall 1975 and Spring 1976 Workshop Participants who Applied for College Programs for the Fall 1976 or Spring 1976 Semester

Major	BCC Applicants		QCC Applicants		BMCC Applicants		SICC Applicants		Total
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
Accounting	2	3	2	-	2	2	4	2	17
Business Administration	2	2	6	1	3	3	3	6	26
Chemical Technology	-	1	-	-	-	-	-	-	1
Community Mental Health Technician	-	1	-	-	-	-	-	-	1
Computer-Data Processing	1	1	-	1	-	1	-	1	5
Government Administration	-	-	-	-	-	1	-	-	1
Liberal Arts	6	4	19	2	4	7	15	14	71
Mechanical Technology	-	1	-	-	-	-	-	-	1
Medical Lab. Technician	-	3	-	-	-	2	-	4	9
Medical Lab. Technology	-	1	-	1	1	-	1	1	5
Medical Records Technology	-	-	1	-	-	3	-	-	4
Mental Health Aide	-	-	1	-	1	1	-	-	3
Nursing	5	2	2	-	1	-	-	7	17
Occupational Therapy	-	1	1	-	-	-	3	-	5
Recreational Leadership	1	-	-	-	-	1	-	-	1
Secretarial Science	-	4	6	2	1	1	-	-	14
Social Services	-	1	-	-	-	2	3	-	6
No Curricular Choice	0	1	1	0	0	0	0	0	2
Liberal Arts Program	6	4	19	2	4	7	15	14	71
Career Programs	10	21	19	5	9	17	14	21	116
Total	16	26	39	7	13	24	29	35	189

One-hundred-sixteen women entering career programs represents a sizable increase in new occupational students. NOSMAW's past experience at BCC, shows that the retention rate for these women is approximately 96%. Considering the fact that CUNY's attrition rate is 50% (it is higher for community colleges) and NOSMAW's graduates show only 4% attrition, these 116 new occupational students represent a substantial gain for the community colleges.

The most popular career programs this year were (most prevalent choice listed first): Business Administration, Nursing, Accounting, and Secretarial Science. The large number of applicants in Business Administration and Accounting is in sharp contrast to last year's choices where the most popular programs were: Nursing, Secretarial Science, and Education Associate.

Full-Time Equivalent's (FTE's)

The participants of NOSMAW '76 Fall cycle have now completed their first college semester. An effort was made to obtain the number of credits completed and the grade point averages for NOSMAW graduates. This effort was hampered by internal difficulties within CUNY. A faculty "lock-out" (as many would describe it) during the last week of the Spring '76 semester delayed student grading until mid-August in many instances. Also, faculty and NOSMAW graduates were generally unavailable during the summer months to provide IRDOE staff with the needed information. Additionally, some NOSMAW Fall cycle graduates, applied to community colleges other than those participating in the program. Their records are not available to us. Thus, for all these reasons the FTE data presented here is incomplete. The following calculations are based on 68 out of the 106 college applicants from the Fall cycle.

Table 43

College Applicants and Full Time Equivalents Fall Cycle

Colleges	College Applicants	Available Records	FTE's	Full Group Projection FTE's Fall
BCC	27	22	16.2	19.9
BMCC	24	16	10.6	15.9
QCC	19	7	1.7	4.6
SICC	36	23	12.41	19.4
Total	106	68	40.9	59.8

Based on the records of only 68 of the 106 college applicants, 40.9 FTE's were generated. If 68 women generated 40.9 FTE's, than we can project that 106 women (all the Fall applicants) would generate 59.8 FTE's. The FTE data from QCC is not a reliable estimate of the program's outcome. QCC was the only college that was unable to directly accept applicants on a matriculated basis for the Spring semester. These women realized that they would be paying for courses in the Spring that would be essentially "free" in the Fall '76 semester. Thus, many women either delayed registration until Fall or took the minimum number of credits.

If we omit QCC Fall cycle from our calculations, then 61 women generated 39.2 FTE's. Based on the ratio 61:39.2, all the Fall and Spring applicants (n=189) should generate 121.5 FTE's.

Grades were obtained for 46 women. NOSMAW Fall cycle graduates attained a grade point average of 3.40 (out of 4.0).

Evaluation of Staff Training

Evaluation Questionnaires were submitted to the 20 CUNY counselors who had participated in a two day intensive training program in the Success Motivation Process. Seventeen counselors returned completed forms. Seventy-one percent rated the Success Motivation Process as very helpful for clients. All the counselors felt they were now able to lead groups in the process as well as train other professionals. Sixteen out of 17 counselors had subsequently used the Success Motivation Process in a context other than NOSMAW. (See Table 44.)

Table 44

Counselor Evaluation of Success Motivation Training

Question	
2. Following completion of the Fall cycle of the "Women in a Changing World" program, I felt that my understanding of the Success Motivation Process was:	
	N
Excellent	10
Good	7
Mediocre	0
Poor	0
3. If the occasion were to arise I feel that I (could, could not) lead future Success Motivation workshops.	
Could	17
Could not	0
4. If the occasion were to arise I (could, could not) train other counselors in this process.	
Could	17
Could not	0
5. Generally I feel the Success Motivation Process is (very helpful, helpful, not helpful) for counseling clients.	
Very helpful	12
Helpful	5
Not helpful	0
6. I have used the knowledge I have obtained in the Success Motivation Process to: (check as many as appropriate)	
a) lead other student groups in the Success Motivation Process	14
b) train other counselors	3
c) present the program's concepts to faculty at my school	5
d) present the program's concepts to professional groups	2
e) other (please explain)	
head community groups	1
lead freshman orientation seminars	4
trained interns	1
worked with individual clients	1
Total number of counselors using Success Motivation Process in context other than NOSMAW:	16

SUMMARY AND CONCLUSIONS

The Women's Movement has been a major social force in changing the values, attitudes and behaviors of the populace in the past decade. Nonetheless, a majority of those women who are housewives, or who are in low status jobs,are not being effectively motivated to pursue educational and occupational goals.

As it became obvious that a large number of women were not availing themselves of increasing opportunities to seek educational and occupational benefits, the need for a program to reach these women became apparent. Therefore, in FY '75, a preadmission counseling program, entitled "The New Occupational Student: Mature Adult Woman" (NOSMAW) was funded by the State Education Department under a VEA grant. The program was instituted in two community colleges with the purpose of reaching a group of mature women who had been out of school for several years. The excellent response of these women to the workshop series prompted an expansion of the program to four CUNY community colleges in FY '76: Bronx (BCC), Borough of Manhattan (BMCC), Queensborough (QCC), and Staten Island (SICC).

A primary objective of the program was to reach the sort of woman who, while harboring an unexpressed desire to make some changes in her life style, lacked either the interpersonal support, self-esteem or knowledge required to initiate a course of action.

Women were recruited to the NOSMAW program (also referred to as "Women in a Changing World") through the mass media, women's clubs and parent's associations. As a result of this recruitment effort 672 women attended the four Introductory Conferences held at the colleges. Three-hundred and forty-one were accepted into the program and 261 completed the series (attended four out of five meetings).

A demographic analysis revealed that women ranged in age from the mid-twenties to over 55, but the median age range was in the mid-thirties. Most of the women were White, but 28% indicated they identified with Black and Hispanic ethnic minorities.

There was significant demographic differences between the schools. At SICC and QCC, the participants were a homogeneous group of middle class White women while at BCC the majority of women were lower middle

class (or upper lower class), Black. The women at BMCC were a heterogeneous mixture of both Black and White women with lower middle class backgrounds.

The assumption underlying the design of the program was that the feminist movement, while appealing in many of its aspects, was generally threatening to the average wife and homemaker. Thus the program deliberately sought to avoid threatening traditional roles but rather encouraged the women to expand their existing life styles. The women were not required to consider radical change in their lives. It was accepted as fact that their first steps in self-actualization would be sufficiently difficult. The agenda of the "Women in a Changing World" workshops was designed to aid the women in developing a positive self-concept, provide each with college and career information and support through the career decision-making process.

During the Motivation Advance (Success Motivation) workshops, women were asked to define and focus on the positive aspects of self, as revealed in their past successes. Other sessions dealt with the women's concerns about managing multiple roles of mother, wife, student, by inviting to the workshops mature students and alumnae who had experienced similar conflicts in the past. Several workshops provided the women with information about various occupations. Visitors provided concrete information about the career potential for graduates of occupational programs. In addition, women received pamphlets providing labor market information; took career interest surveys; and were engaged in career decision-making activities. The women needed information about the services and programs available at the college. Counselors, faculty and admission officers familiarized the women with the world of academia.

Throughout the program the women asked for reassurance that they would be able to manage school work; that there would only be a moderate disruption in their lives and that there would be someone to turn to if they needed help. They also needed to feel confident that they would not be alone on campus. A major reassurance they sought could not be provided by the staff: good job opportunities as the "payoff" for college attendance.

Two aspects of the program seem germane in extending the educational and occupational horizons of these women:

1) role models: Since many of the key personnel were mothers, wives and professionals, the women were provided with role models that helped them realize it was possible to successfully integrate all three roles.

2) group support: The small groups formed during the workshops allowed the women to share their common problems and successes with each other. Although these groups transcended racial, ethnic and class lines, the women were able to hold these differences in abeyance and become mutually supportive in their shared college and career aspirations.

The women responded to the program with enthusiasm. In rating the workshops on helpfulness the most frequent rating was 2.7 (out of 3). Almost all the women rated the individual workshops as helpful or very helpful. The most popular workshops were those which focused on the women's individual concerns as in the Motivation Advance sessions; the individual conferences held with counselors; and the discussion on college application procedures. The most effective sessions were those that dealt with occupational options. This year, these sessions had an unusually potent effect on program choice.

In evaluating the program, NOSMAW staff sought to determine whether any changes--cognitive, attitudinal, or behavioral--had taken place as a result of participating in the program:

- There was a statistically significant growth in the women's knowledge about college programs and procedures.
- Although a change in attitude usually precedes changes in behavior, the test instruments used here did not provide conclusive evidence that attitudinal changes had taken place. However,
- Behavioral changes in terms of college application were notable.

As a consequence of workshop participation 72% of the workshop completers, or 189 women applied for admission to the community colleges.

These figures are particularly impressive considering the ever present, looming threat of the survival of CUNY, possible tuition changes, etc. Indeed, within most other CUNY programs there has been a notable decrease in enrollment.

According to the women's written statements they had been considering applying for college admission for many years; many had sent for brochures, application forms, etc. Yet previous to NOSMAW only a few had actually applied. In our discussions with the women it seems clear that they needed NOSMAW's extensive support service in order to overcome the anxiety related to college enrollment.

The programs that the women applied for are of particular interest this year. Last year, workshop participants generally applied for those programs that traditionally attract large numbers of women: Nursing, Education Assistant, Secretarial Science. Indeed, a similar trend was anticipated for NOSMAW '76. This estimate was based on the results of the Occupational Checklist which indicated that workshop completers had originally preferred such traditionally female occupations as Teacher, Social Worker, Library Assistant etc. The unexpected results have been that almost twice the number of women have applied for Business Administration in comparison to Secretarial Science; and Accounting was as popular as Nursing.

Several factors probably influenced the women's choice of program away from their originally stated occupational interests. The workshop participants were given extensive exposure to women who were working in diverse occupations. For many, this was probably the first time they had encountered women working outside traditionally female realms. Secondly, College Placement Officers, speakers, and the Bureau of Labor Statistics, projected a promising job market for women in Accounting and Business Administration. Since the predominant motive of women entering the NOSMAW program was career development, potential employment prospects became a determining factor in curriculum choice. Many of these women knew, personally, of instances where women in female saturated fields such as teachers, social workers, etc. were unemployed. Many of the women, especially those in SICC, had direct experience within their family of the effects of civil service retrenchments. Others, especially those at BCC and BMCC, had spent too many hours at the Unemployment Bureau.

Thus, the first priority for these women was to choose a curriculum that prepared them for an occupation where there were good job prospects, and good potential earnings. Accounting and Business Administration curriculums were most likely to help them fulfill these goals.

One-hundred-sixteen women reported that they intend to enter occupational programs. In that the attrition rate has been exceptionally low for these women (approximately 4% at BCC) this represents a sizable increase in occupational students.

NOSMAW's focus was clearly directed toward occupational programs, and as a consequence the majority of women (n=116) sought to apply for A.A.S. programs. Nevertheless, 71 women, which includes those who were undecided, chose to apply for a Liberal Arts program. Unless one limits counseling services to those who have already made a firm commitment to an occupational program, it is impossible to guarantee that users of the service will not subsequently enroll in a Liberal Arts program.

Inasmuch as limiting a preadmission counseling program to those who have already made a career decision would surely defeat the purposes of the program, NOSMAW kept its doors open to all women. Nevertheless, given a free choice, most of the women opted for occupational programs. It is quite probable that occupational programs fulfill the needs of women in their 30's and 40's by offering them the opportunity to train for a career in a relatively short time period.

It was of considerable interest to NOSMAW '76 to determine whether the program would succeed in a variety of settings (urban, suburban, and semi-rural) with groups differing in age, socio-economic status, and ethnicity. In addition to differences in location and population the colleges differed in the facilities available for meetings: a trailer, a private home, a faculty lounge, a student lounge, and a hallway. The counselors, too, came from various backgrounds and ranged from inexperienced graduate students to counselors with extensive training and experience. Although NOSMAW staff had anticipated that these differences would effect the women's response to the program, the findings have been that there were no observed or measured differences that appear in any way related to college setting, facilities, counselor experience and demographic variables. No one school appeared to do any better or any worse than the others. The attendance rate was excellent

(76% attended four out of five meetings) at all schools, and 98% of the women rated the workshops as helpful or very helpful. The indications appear to be that NOSMAW has a broad appeal across many boundaries and in many circumstances.

NOSMAW '76 has demonstrated that the encouraging results obtained with the NOSMAW '75 program could be replicated under diverse conditions.

There is a need now to disseminate this program to other colleges within the state. In order to do so, it would be necessary to train college staff in the procedures of the Motivation Advance (or Success Motivation) program.

In FY '76 IRDOE and its consultants provided intensive staff training in the Success Motivation process for community college personnel. One consequence is that counselors are now able to implement the NOSMAW program without IRDOE's assistance. The counselors have given the Success Motivation process a high rating in helpfulness and all but one counselor has subsequently used the process for freshman and other special groups. However, without having developed suitable training materials in concert with the hands on training of the counselors, dissemination of this program is limited to situations where trained leaders are available for staff development. Suitable materials could possibly obviate the necessity of hiring leaders each time there was a desire to replicate NOSMAW.

The need for dissemination of a program that can successfully recruit adults for college programs will become crucial in the next few years. The Regents Tentative Statewide Plan for the Development of Post-Secondary Education has cited an unexpected period of declining enrollment through 1995. The Regents have suggested that this implies a "redefinition of mission" by colleges to serve more adults.... As recruitment priorities change, the colleges may find that techniques used to encourage applications from 18-19 year olds may be insufficient for an older generation. For example, publications which list course offerings do not serve women who cannot,after so long an absence, determine what they would like to do or could do in the world of work. Recruitment of mature women may have to be redefined as a sustained effort involving extensive preadmission counseling. The NOSMAW program has provided a model through which this can be accomplished. In 1977, IRDOE will focus its attention on developing a suitable vehicle for the dissemination of NOSMAW.

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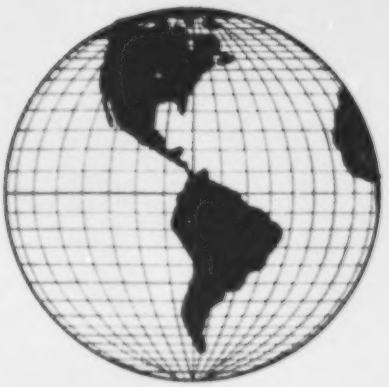
APPENDICES

Appendix		Page
I.	Promotional Materials	63
II.	Notes of Taped Conference with Counselors	65
III.	Workshop Programs	69
	Bronx Community College Program	69
	Borough of Manhattan Community College Program	71
	Queensborough Community College Program	73
	Staten Island Community College Program	75
VI.	Glossary of Academic Terms	77
V.	Data - People - Things	81
VI.	The Fifteen Things I Love To Do	89
VII.	Demographic Questionnaire	91
VIII.	Occupational Checklist	95
IX.	Workshop Evaluation Questionnaire	96
X.	Rotter's Internal - External Locus of Control Scale	99
XI.	Personal Competence Scale (Campbell, 1971)	102
XII.	Test of Academic Terminology	103

BOROUGH OF MANHATTAN COMMUNITY COLLEGE



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Fulfilling your past wishes may be easier than you ever thought. Learn about education and career opportunities to fit your needs. If you are an adult woman with a high school diploma (or equivalency), find out about these careers and how to choose and prepare for one. Come to the FREE Borough of Manhattan Community College introductory conference of the "Women in a Changing World" program and see how you can discover new possibilities for yourself. You will also be introduced to our entire program concept and have the chance to register for the series of SIX FREE WORKSHOPS.

The program will cover:
1) Help in looking at yourself; your special strengths and needs.
2) Help in considering whether college study is a possibility for you.
3) Information about education for careers.
4) Exploration of employment opportunities for women today.
5) Open discussions on the problems of home management for the working wife/mother.

WEDNESDAY, NOVEMBER 5, 1975
10:00 am–2:00 pm
LOUNGE B
"B" Building, 6th Floor, 799 Seventh Ave.
between 51st & 52nd Streets.

PROGRAM:

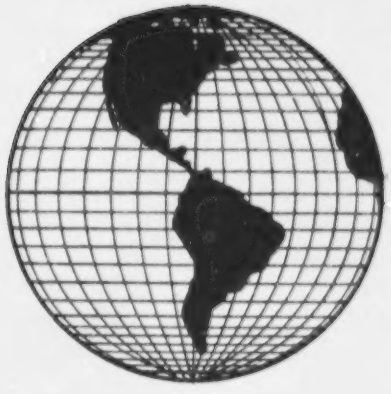
Welcome - Borough of Manhattan Community College President Edgar D. Draper
Keynote Address by prominent woman
Complimentary Lunch...plus...opportunity to talk with mature women currently attending BMCC...and...A chance to explore your special career interests.

Deanna Chitayat, Ph.D., Project Director
For further information and reservations call: (212) 354-2251 - 2252

New Careers for a Better Life

80

This program was organized under the auspices of the CASE INSTITUTE FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION, GRADUATE SCHOOL AND UNIVERSITY CENTER, CUNY.



"Women in a Changing World"

TRAVEL INSTRUCTIONS:

The most convenient subway trains and station locations are:

AA, CC, E-50th St. & 8th Ave.

B, D, E - 53rd St. & 7th Ave.

EE, RR - 49th St. & 7th Ave.

B, D, F - 47th-50th St. & 6th Ave.

1 - 50th St. & Broadway

For further information call:

(212) 354-2251 - 2253

CONFERENCE REGISTRATION CONFIRMATION

YES ☐ I am coming to the introductory conference at Borough of Manhattan Community College

Mail to:
"Women in a Changing World"
Institute for Research & Development
in Occupational Education, CUNY
1411 Broadway, 11th Floor
New York, NY 10018

NAME _____
(Last) (First)

Address _____

_____
(Zip Code)

Phone No. _____

Evaluation Conference 1/7/76 (cont'd)

Appendix II

Major Concerns of Women Returning to College

1. Emotional support from home. In S.I. Com. Col. especially, some husbands don't support their wives; they want them to go out to work. Sometimes, if husbands don't, children support their mothers in their return to school.

2. Have serious question about their ability to handle college. They don't think that they have the ability to handle the college level work.

3. Time - Space. They are concerned about the right courses given at the right times so that they won't interfere with their family living schedules.

4. Can I get in? Will I be accepted into college?

5. Will I get a job afterwards? Some women are past 40 when they start college and expect to be over 50 when they get out. Counselors discussed the reality of this problem. Many of the women have secretarial skills and their husbands want them to get jobs as secretaries - but they don't want to!

In discussing the women at Queensborough, they were described as many in their 50's, as having poor self-images and whose personalities didn't come through until they worked on their "Success Chart". One woman described success as becoming somebody again when she is needed. The women in QB were described as affluent; that their common drive was status. The image of a job was important as a vehicle for upward mobility. These women, they said, did not seem to have as much of a money problem as those in other colleges. Some have good paying jobs; others have husbands with good paying jobs.

In S.I. Com Col., on the other hand, the women want jobs to support their families. They see working as asserting independence, supporting family by themselves. In other words, they see college as a means to economic independence and psychological independence.

Other reasons for going to college is to get a job to help husband support family; to find purposeful work. In Bronx Com Col., many women have responsible positions and are doing work beyond their education; others want a profession.

These assumptions were being made based on the same reaction from 3 people. At least this was the consesus of the counselors present who agreed that their statements were being made not on scientific research but on the observation that at least three people having the same quality. Their comments continue:

Women have anger and resentment against authority (dumbness of authority) -- Articulate their feelings but don't follow through. Sometimes this anger is manifested in their behavoir towards their mates. Some women who can't show their anger any other way, want "to show" thier mates by doing something important. This was not true with the Staten Island women who were generally placid.

There is a strong need for vocational guidance. The women want something realistically attainable. They have anxiety about what they really want to do. Some women want to be told what they "should be" and have to be convinced that courses and exploring are the only way they can really find out.

Among the S.I. and Queensboro women, small proportion basically want to stay home. Joined Women in an Changing World Program because it was something to do -- like an adult ed course, something to enhance volunteer work.

One counselor gave the following reasons for women joining the Program: to find out what it was about, to have their aptitudes taken, curiosity, job interview, something to do, change in a career, means of getting into college, interested in doing something outside of home. Some women came with a friend; some of these women enrolled, others did not.

In discussing the Kuder, some counselors felt that it was not a good career inventory for women. For one thing, it did not include non-traditional careers. Generally it was too tradional for women and the men's inventory was not reliable.

Another problem facing the Program was the uncertainty of admissions at the City University. Barring a change in regulations, however, Bronx, S.I. and Manhattan Community Colleges would be accepting the women as matriculated students. Queensboro would not as they traditionally do not accept women from the community as matrics. It was explained that the President of Queensboro was not very anxious for the Program. He doesn't see women as needing special help; there are other groups in Queens For this reason he did not offer direct matriculation. Queensboro women must therefore pay for their courses until they qualify for matriculation.

Evaluation Conference (cont'd)

Appendix II

The Success Motivator Leaders compared the women student groups from the various colleges:

The Bronx group was more diverse than the S.I. group. The women were more emotionally involved, more supportive of each other -- were better able to relate to each other.

The group in S.I. was more homogeneous -- white middleclass from the 20s to the 60s. The women were better educated, better able to handle school than those in the Bronx, were less motivated, possessed less affect, superficial supportiveness, more passive and did not function well as a group. The women from S.I. had more sense of adequacy than those in the Bronx. Had more stable homes. The S.I. women were less conflict ridden than the women in Queensboro. Their stability was probably due to the influence of the church as they were generally a church oriented group. They had less sophistication than those from Queensboro but needed more impetus. The women from S.I. were placid, polite, no vigorous questioning but were terrified of learning. Most of the women kept coming to the sessions.

Among the Bronx women there was a beautiful gel. There were three strong women who held the group together. These women did alot and gave alot.

The women from Queensboro were generally housewives who had done something at some time during their lives but didn't know what to do now. Their groups were almost social. Talked about getting driving license. Most of the Queensboro women's husbands were college educated and they moved in educated circles. Some had helped their husbands through college and now wanted their turns.

The question was raised concerning the number of women in the groups who were without husbands -- divorced, single, widows, collapsing marriage -- The approximated response wes: Bronx 25%; Manhattan 20%, Queensboro 5-10% and S.I. none. It was felt that the single woman who could not attend program probably needed it more than those attending. They concluded that a real need is to have Women in a Changing World Program at night.

The leaders then compared last years Bronx group with the current group: The first group was composed of 13 motivated dynamic women. The second group was less motivated. There were many speculations as to"why". All of the women from the first group started college and were doing well.

The question came up as to the reasons (speculative) why women were now interested in returning to college. It was felt that the media had much to do with the phenomena -- there is more societal awareness, women's lib is reaching another level, more self-awareness and that it is now the thing to do. On Staten Island, it was felt that there was an anthropological component as well. Women there are isolated and are moving towards stimulation from the mainland.

There was, it was felt, a certain amount of provincialism in all the groups. The women don't want to leave their immediate areas. This could be the result of fear of mugging.

The problem of the women enrolling was then discussed. All admitted that registration in each of the colleges was chaotic; that the women need support in getting through the process the first time. There is a real need to treat them as a special group; that it was crucial to follow them through the first term as well. Many women need remedial courses which are made available to them at the colleges. The Placement Exams are difficult for them.

Women this year is a political plus. It is felt by many that they need special treatment. Others feel otherwise. Some men resent that there isn't a special program for them. A woman's program, however, is good PR with the community.

Why do women need special programs? Women need information on how to get around campus, services offerred, day care problems, problems with husbands who could be giving them hard time when they have to do papers, study for finals. Women need individual personal counseling on problems at home.

It was agreed that women appear to get strength from educational program. She sees her marriage differently, sees her husband and children differently. This change in self affects sexual relationships as well. She no longer sees marriage as a servicing relationship; marriage has to provide intellectual needs as well. They want a change in sexual gratifications.

Education also offers career opportunities. Within the concept of Women in a Changing World, career exploration is solved as part of the process in selecting and taking courses. Most women, they felt, start in liberal arts but end up in some career program.

The afternoon session will explore Success Motivators Program in depth.

FREE • FREE • FREE • FREE

WOMEN IN A CHANGING WORLD WORKSHOP SERIES

November 1975 through January 1976

Place: Stevenson Hall, Bronx Community College campus

I. Success Motivators: An exploration of personal strengths.

Workshop Leader: Gloria Berens, M.S.

Date: Monday November 3, 9:30 a.m. to 2 p.m.

II. A. Success Motivators: An exploration of personal strengths, continued. Gloria Berens, M.S.

B. Non-traditional Careers for Women: Panel Discussion

Moderator: Deanna Chitayat, Ph.D.

Panel Members: Phyllis Berger, P.E.
June Buckley, M.A.
Florence Cogan, M.Ed.

Date: Monday, November 17 10 a.m. to 2 p.m.

III. A. Success Motivators: An exploration of personal values, and setting personal goals. Gloria Berens, M.S.

B. Introduction to Programs at Bronx Community College

Mae Goldberg, M.S., and a
Staff Representative from Bronx Community College Center for Continuing Education and Community Services

Date: Monday, December 1 10 a.m. to 2 p.m.

-continued on back page-

PROGRAM OCTOBER 20, 1975

MORNING SESSION: Deanna Chitayat, Ph.D., Project Director

Welcoming Comments:

President James Colston, Ph.D., L.L.D., L.H.D.

Dean Vera Minkin, Ed.D.

Keynote Address: Dean Dolores Bullard, M.A.

"Beyond Consciousness Raising--Then What?"

Career Exploration: Professor Anita Baskind, M.S., M.A.

LUNCH WITH STUDENT REPRESENTATIVES

AFTERNOON SESSION:

Introduction to Workshop Seminars: Deanna Chitayat, Ph.D.

Workshop Registration

Career Interest Survey

BRONX COMMUNITY COLLEGE

WORKSHOP SERIES -continued-

IV. A. Deciding on a Career

Workshop Leader: Anita Baskind, M.S., M.A.

B. After your A.S. or A.A.S. Degree, then what? Meeting employed Bronx Community College graduates.

Date: Monday, December 15 10 a.m. to 2 p.m.

Individual conferences with vocational guidance counselors: An opportunity to explore your career interests and help your educational and vocational decision-making.

Date: To be individually arranged.

V. Group discussion of parents', husbands', and children's attitudes toward women, and women's attitudes toward themselves.

Date: Monday, January 5 10 a.m. to 2 p.m.

VI. Final Session: Evaluation of workshops, and meeting your college sponsor.

Date: Monday, January 19 10 a.m. to 2 p.m.

WORKSHOP REGISTRATION - BRONX COMMUNITY COLLEGE

☐ I would like to register for the Fall semester workshop series.

☐ I am unable to attend the Fall workshops, but would like to register for the Spring workshops.

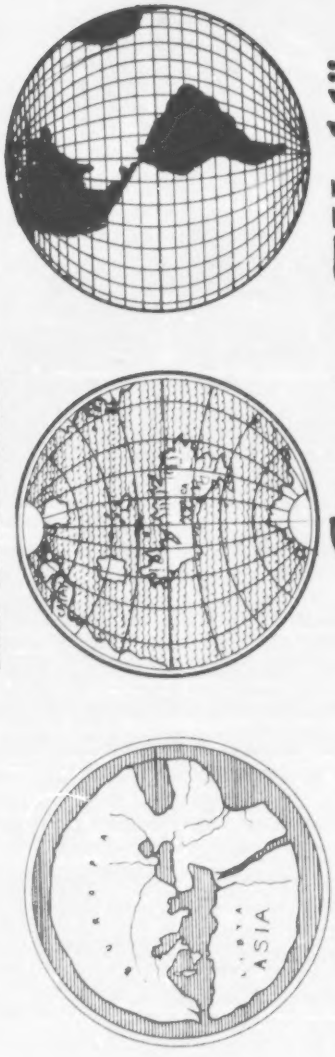
Name _____ Phone # _____
(Last) (First)

Address _____
(Street and Number) (City and State) (Zip Code)

Institute for Research and Development in Occupational Education
Center for Advanced Study in Education
Graduate School and University Center, CUNY

in cooperation with

BRONX COMMUNITY COLLEGE



"Women in a Changing World"

INTRODUCTORY CONFERENCE

OCTOBER 20, 1975

SILVER HALL LOUNGE

-oOo-

Funding for this project has been provided by the State Education Department under a Vocational Education Act Grant (VEA 76-2-78)

FREE • FREE • FREE • FREE

Appendix III - Workshop Program

WOMEN IN A CHANGING WORLD WORKSHOP SERIES

November 1975 through January 1976

Place: Lounge B, 799 Seventh Avenue
Borough of Manhattan Community College

I. Success Motivators: An exploration of personal strengths.

Workshop Leader: Gloria Berens, M.S.

Date: Wednesday, November 12 9:30 a.m. to 2 p.m.

II. A. Success Motivators: An exploration of personal strengths, continued. Gloria Berens, M.S.

B. Non-traditional Careers for Women: Panel Discussion

Moderator: Deanna Chitayat, Ph.D.

Panel Members: Doris Fitzgerald, Ph.D.
Shirley Harrison, Ph.D.
Sylvia Saunders, Ph.D.
Cynthia Zucker, M.A.

Date: Wednesday, November 19 10 a.m. to 2 p.m.

III. A. Success Motivators: An exploration of personal values, and setting personal goals. Gloria Berens, M.S.

B. Introduction to Programs at Borough of Manhattan Community College

Date: Wednesday, December 10 10 a.m. to 2 p.m.

-continued on back page-

PROGRAM NOVEMBER 5, 1975

MORNING SESSION: Deanna Chitayat, Ph.D., Project Director

Welcoming Comments:

President Edgar D. Draper, Ph.D.

Keynote Address: Daisy Hicks, M.A.

"Woman Power in the Twentieth Century"

A Chance to Get Acquainted:

Judith Beldner Sage, M.Ed.

LUNCH

AFTERNOON SESSION:

Introduction to Workshop Seminars: Deanna Chitayat

Workshop Registration

Career Interest Survey

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

WORKSHOP SERIES -continued-

IV. A. Deciding on a Career.

Workshop Leader: Judy Beldner Sage, M.Ed.

B. After your A.S. or A.A.S. Degree, then what?

Date: Wednesday, December 17 10 a.m. to 2 p.m.

Individual conferences with vocational and guidance counselors: An opportunity to explore your career interests and help your educational and vocational decision-making.

Date: To be individually arranged.

V. Group discussion of parents', husbands', and children's attitudes toward women, and women's attitudes toward themselves.

College Campus Tour.

Date: Wednesday, January 14 10 a.m. to 2 p.m.

VI. Final Session: Evaluation of workshops, and meeting your college sponsor.

Date: Wednesday, January 28 10 a.m. to 2 p.m.

WORKSHOP REGISTRATION - BOROUGH OF MANHATTAN COMMUNITY COLLEGE

☐ I would like to register for the Fall semester workshop series.

☐ I am unable to attend the Fall workshops, but would like to register for the Spring workshops.

Name _____ Phone# _____
(Last) (First)

Address _____
(Street and Number) (City and State) (Zip Code)

Institute for Research and Development in Occupational Education
Center for Advanced Study in Education
Graduate School and University Center, CUNY

in cooperation with

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

"Women in a Changing World"

INTRODUCTORY CONFERENCE

NOVEMBER 5, 1975

LOUNGE B

-72-

Funding for this project has been provided by the State Education Department under a Vocational Education Act Grant (VEA 76-2-78)

FREE • FREE • FREE • FREE

WOMEN IN A CHANGING WORLD WORKSHOP SERIES

November 1975 through January 1976

Place: Newman Center, 50-47 Cloverdale Blvd.
(opposite college)

I. Success Motivators: An exploration of personal strengths.

Workshop Leader: Gloria Berens, M.S.

Date: Thursday, November 6 9:30 a.m. to 2 p.m.

II. A. Success Motivators: An exploration of personal strengths, continued. Gloria Berens, M.S.

B. Non-traditional Careers for Women: Panel Discussion

Moderator: Deanna Chitayat, Ph.D.

Panel Discussants: Queensborough Community College Women Faculty

Date: Thursday, November 20 10 a.m. to 2 p.m.

III. A. Success Motivators: An exploration of personal values, and setting personal goals. Gloria Berens, M.S.

B. Introduction to Programs at Queensborough Community College

Workshop Leader: Rudolfo Maurizio, M.A.

Date: Thursday, December 4 10 a.m. to 2 p.m.

-continued on back page-

PROGRAM OCTOBER 23, 1975

MORNING SESSION: Deanna Chitayat, Ph.D., Project Director

Welcoming Comments:

President Kurt R. Schmeller, Ph.D.

Keynote Address: Nell Bassett
WTFM Community Affairs Director

"You Can Do More Than You Think You Can"

A Chance to Get Acquainted: Lore Jarmul, M.A.

LUNCH WITH STUDENT REPRESENTATIVES

AFTERNOON SESSION:

Introduction to Workshop Seminars: Deanna Chitayat, Ph.D.

Workshop Registration

Career Interest Survey

QUEENSBOROUGH COMMUNITY COLLEGE

WORKSHOP SERIES -continued-

IV. A. Skill Assessment and Your Career.

Workshop Leader: Sarah Papier, Ph.D.

B. After your A.S. or your A.A.S. Degree, then what? Meeting employed Queensborough Community College graduates.

Date: Thursday, December 18 10 a.m. to 2 p.m.

Individual conferences with vocational guidance counselors: An opportunity to explore your career interests and help your educational and vocational decision-making.

Date: To be individually arranged.

V. Group discussion of parents', husbands', and children's attitudes toward women, and women's attitudes toward themselves.

Date: Thursday, January 8 10 a.m. to 2 p.m.

VI. Final Session: Evaluation of workshops, and meeting your college sponsor.

Date: Thursday, January 29 10 a.m. to 2 p.m.

WORKSHOP REGISTRATION - QUEENSBOROUGH COMMUNITY COLLEGE

☐ I would like to register for the Fall semester workshop series.

☐ I am unable to attend the Fall workshops, but would like to register for the Spring workshops.

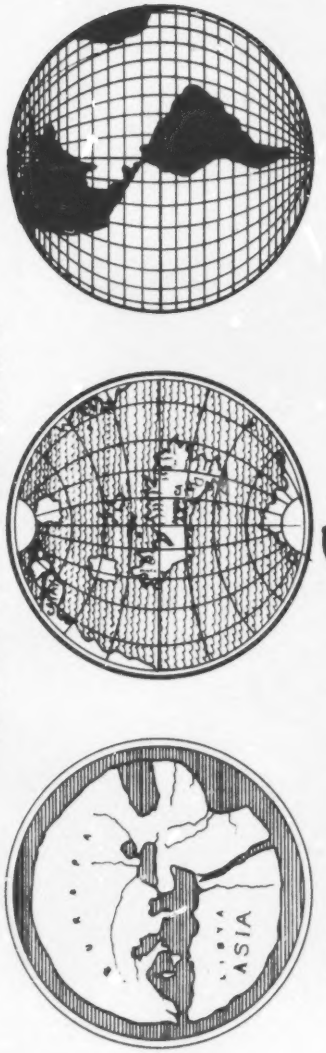
Name _____ Phone # _____
(Last) (First)

Address _____
(Street and Number) (City and State) (Zip Code)

Institute for Research and Development in Occupational Education
Center for Advanced Study in Education
Graduate School and University Center, CUNY

In cooperation with

QUEENSBOROUGH COMMUNITY COLLEGE



"Women in a Changing World"

INTRODUCTORY CONFERENCE

OCTOBER 23, 1975

CAMPUS CENTER

-74-
Funding for this project has been provided by the State Education Department under a Vocational Education Act Grant (VEA 76-2-78)

FREE • FREE • FREE • FREE

WOMEN IN A CHANGING WORLD WORKSHOP SERIES

November 1975 through January 1976

Place: Board Conference Room A-230
Staten Island Community College

I. Success Motivators: An exploration of personal strengths.

Workshop Leader: Gloria Berens, M.S.

Date: Monday, November 10 9:30 a.m. to 2 p.m.

II. A. Success Motivators: An exploration of personal strengths, continued. Gloria Berens, M.S.

B. Non-traditional Careers for Women: Panel Discussion

Moderator: Deanna Chitayat, Ph.D.

Panel Members: Diane Crothers, J.D.
Carolyn Fazzolari, M.M.E., P.E.
Ruth Goodman, M.A.
Myra Hauben, M.S.
Miriam Tausner, M.A.

Date: Monday, November 24 10 a.m. to 2 p.m.

III. A. Success Motivators: An exploration of personal values, and setting personal goals. Gloria Berens, M.S.

B. Introduction to Programs at Staten Island Community College

Roslyn Attinson, M.B.A.
Norma Chernok, M.Ed.
Rosemarie Scampas, M.S.

Date: Monday, December 8 10 a.m. to 2 p.m.

-continued on back page-

PROGRAM NOVEMBER 7, 1975

MORNING SESSION: Deanna Chitayat, Ph.D., Project Director

Welcoming Comments:

President William M. Birenbaum, J.D.

Keynote Address: Dean Roslyn Attinson, M.B.A.

"Women in the World of Work"

A Chance to Get Acquainted:

Deborah Hurd, M.S.

LUNCH

AFTERNOON SESSION:

Introduction to Workshop Seminars: Deanna Chitayat, Ph.D.

Workshop Registration

Career Interest Survey

STATEN ISLAND COMMUNITY COLLEGE

WORKSHOP SERIES -continued-

V. A. Deciding on a Career

Workshop Leader: Charlotte McPherson, M.A.

B. After your A.S. or A.A.S. Degree, then what?

Workshop Leader: Lorelei Migenes, B.A.

Date: Monday, December 15 10 a.m. to 2 p.m.

Individual conferences with vocational guidance counselors: An opportunity to explore your career interests and help your educational and vocational decision-making.

Date: To be individually arranged.

V. Group discussion of parents', husbands', and children's attitudes toward women, and women's attitudes toward themselves.

College Campus Tour.

Date: Monday, January 12 10 a.m. to 2 p.m.

VI. Final Session: Evaluation of workshops, and meeting your college sponsor.

Date: Monday, January 26 10 a.m. to 2 p.m.

WORKSHOP REGISTRATION - STATEN ISLAND COMMUNITY COLLEGE

☐ I would like to register for the Fall semester workshop series.

☐ I am unable to attend the Fall workshops, but would like to register for the Spring workshops.

Name _____ Phone # _____
(Last) (First)

Address _____
(Street and Number) (City and State) (Zip Code)

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"Women in a Changing World"

INTRODUCTORY CONFERENCE

NOVEMBER 7, 1975

AUDITORIUM

-76-

Funding for this project has been provided by the State Education Department under a Vocational Education Act Grant (VEA 76-2-78)

GLOSSARY OF ACADEMIC TERMS

The following is a glossary of frequently used academic terms and brief explanations of what they mean to a student. More detailed information can be found in other sections of the catalog.

SESSIONS

Academic Year — The college operates on a semester basis. Two semesters (fall and spring) make up the regular academic year. In addition, there is a summer session. In each of the semesters and in the summer, classes are held both day and evening.

Day Session — Classes are held on Mondays through Fridays, from 8:00 a.m. to 6:00 p.m. during the regular academic year. The day session operates on an 11-period day (a period generally runs fifty minutes).

Evening Session — Classes are held on Mondays through Fridays, from 6:00 p.m. to 10:30 p.m. and on Saturday mornings from 9:00 a.m. to 12:30 p.m. during the regular academic year. The evening session operates on a 3-period evening.

Summer Session—The college's program of courses and co-curricular activities which is scheduled within the period from Commencement Day to Labor Day. For the most part, classes are held on Mondays through Thursdays, morning, afternoon, and evening, during a specified summer schedule.

STUDENT STATUS

Day Student — One who attends the college for a majority of his courses during the daytime hours.

Evening Student — One who attends the college for a majority of courses during the evening hours.

Full-Time Student — One who takes a minimum of 12 credit hours in any given semester or session. A full-time student may be either a matriculated or non-matriculated student.

Part-Time Student — One who takes less than 12 credit hours in any given semester or session. A part-time student may be either a matriculated or non-matriculated student.

Foreign Student — 1) A non-citizen of the United States living in this country; 2) A student from a foreign country who is attending college here on an appropriate visa. Foreign students may be matriculated or non-matriculated, in day or evening session.

Matriculated Student — Generally, one who is accepted into the college in a specific curriculum pursuing the associate degree, and who is eligible for free tuition if a bona fide resident of New York City. Matriculated students may attend the college during the day or in the evening.

Non-Matriculated Student — Generally, a part-time student who has not been accepted into the college in a specific curriculum, but who is taking courses because he wishes to, and pays tuition for each course. Non-matriculated students usually attend the college in the evening.

Lower Freshman — A student who has completed up to 12 credits satisfactorily.

Upper Freshman — A student who has completed at least 12 but no more than 28 credits satisfactorily.

Lower Sophomore — A student who has completed at least 28 but no more than 48 credits satisfactorily.

Upper Sophomore — A student who has completed 48 credits or more satisfactorily.

Matriculated Status, Change of — (1) A student who changes voluntarily from a matriculated day student to a matriculated evening student or, vice versa. A written request for this change must be submitted to the office of the registrar, no later than December 1st for the following spring semester and no later than July 1st for the following fall semester; (2) A student whose matriculated status has been removed by the college committee on course and standing as a result of not maintaining satisfactory academic standing; (3) A matriculated student who has not attended the college for more than two successive semesters automatically relinquishes his matriculated status.

Leave of Absence — Matriculated students who do not register for one or two successive semesters are considered to be on a leave of absence and do not lose their matriculated status. After two semesters of non-attendance, it is necessary to apply to the registrar for an extension of the leave in order to maintain matriculation.

Withdrawal From Class — When a student follows the official procedure to drop a course but still continues to attend the college. Courses may be dropped voluntarily up to a specified time during each semester, without penalty. Non-attendance in class does not result in an official withdrawal. Improper withdrawal can result in a failing grade for excessive absences. Excessive number of withdrawals may result in loss of matriculation. (See page). See "J" Grade.

Withdrawal From College — When a student withdraws from all courses. Students wishing ot withdraw from the college should follow official procedures by obtaining the necessary forms from the office of the registrar.

ACADEMIC PROGRAMS

Degree Program — A prescribed program leading to a two-year associate degree. The Board of Regents of the University of the State of New York has authorized the college to grant the degrees of associate in arts, associate in science, and associate in applied science. Degree programs are open to matriculated students in both day and evening sessions.

Career Programs — Not primarily designed for transfer they prepare graduates for positions in business, industry, and the technologies. Many of the career curriculums in which the associate in applied science degree is earned lead to four-year degree programs in the senior colleges of City University of New York, State University of New York and elsewhere.

Transfer Programs — Offer graduates the opportunity to transfer to four-year and upper division units of the City University of New York, as well as to other public and private senior colleges. The associate in arts, the associate in science, and the business transfer associate in applied science are transfer programs at Staten Island Community College.

Certificate Program — A non-degree program, usually of less than two-year duration, taken generally by part-time students who wish to prepare for entry-level positions in career areas which do not require a degree program.

Non-Credit Programs — Specified courses or programs offered by the continuing education division of the college without any college credit. For students who are interested in taking individual courses as leisure-time activity or for self-improvement. Not generally applicable to degree programs.

Curriculum — A prescribed combination of courses and credits which lead to an associate degree. Within each of the degree programs there is a variety of curriculums, into which students are matriculated. Completion of the prescribed course of study is required to earn the associate degree.

Curriculum Core Courses — Courses which are uniquely required for a specific curriculum.

Curriculum Sequence — Within the prescribed curriculums for associate degrees there are selected program sequences. For example, a liberal arts curriculum which leads to an associate in arts degree may be earned with a sequence in non-science, performing and creative arts, urban and ethnic studies.

Required Courses — Those courses and academic areas specifically listed for each curriculum. Students should consult curriculum advisors if there are any questions about requirements.

Elective Courses — Those courses which are not specifically required for each curriculum, but which students are free to select to fulfill the elective portion of their curriculum requirements. Students should consult curriculum advisors before registering for elective courses.

Prerequisites — Courses which are required prior to enrolling in a given course(s).

Corequisites — Courses which are required to be taken collaterally with a given course(s).

Credit — A numerical value attached to a specific course, or program (i.e., English 111 — 3 credits). Each associate degree represents an accumulation of courses with their attached credits. There is a specific number of credits associated with each curriculum, i.e., — liberal arts (non-science), 64 credits; business career, 67 credits.

Credit Load — The aggregate number of credits taken by a student in any semester. Minimum credit load per semester for a full-time student is 12 credits. Maximum credit load per semester for a full-time day session student is 18 credits. (Permission to exceed this maximum must be obtained from the office of the chairman of the course and standing committee.) Maximum credit load for a part-time evening session student is three (3) courses plus physical education. Permission to exceed this maximum must be obtained from the office of the dean of evening session. Maximum credit load for summer session is defined in the summer session brochure under "Student's Course Load." Summer credits should not exceed one (1) credit per week of attendance during the session.

Contact Hour — The amount of time during which a class meets each week. Where tuition fees are applicable, they are paid on the basis of the contact hours.

Change of Curriculum — When a student changes his matriculated status from enrollment in one curriculum to another, i.e., change from liberal arts (non-science) curriculum to engineering science curriculum. It is necessary to file an official request for such change with the registrar's office. Students should consult their faculty advisors about the advisability of such a change. Written request must be received by the registrar no later than December 1st for the following spring semester and no later than August 1st for the following fall semester.

Change of Program — When a student adds or drops a course, or otherwise changes from one course section to another in a given semester, it is necessary to file appropriate *change of program* cards with the registrar's office. Changes of programs may be made according to a published schedule during the first week of classes. No courses may be added after classes have been in session for one week. Courses may be dropped without penalty up to the mid-semester period.

Placement Examinations — Given to entering students by the college in order to determine the appropriate level of coursework in a specific academic area in which a student should be enrolled.

Proficiency Examinations — Given by the State Education Department of New York and/or by the College Level Examination Program. Successful completion of the approved proficiency examinations may carry course credit in many of the basic courses required for the associate degree. Further information may be obtained from the office of the registrar.

ACADEMIC STANDINGS

Academic Standing — A student's current academic average for courses in progress or already completed. To be in good academic standing, a student must not be on probation. A useful "rule of thumb": satisfactorily completing coursework with a C grade average or better. Records of students who fail to maintain a good academic standing are reviewed by the committee on course and standing at the end of each semester. The committee may rule as follows: (1) The student may be placed on probation in the same

curriculum; or (2) The student may be placed on probation with a change in curriculum; or (3) The student may be dropped from the college for academic reasons.

Grades — Student grades in each course are awarded at the end of each semester by individual members of the instructional staff. Such grades are expressed by a single letter. For a detailed listing of the values of letter grades, see "Academic Regulations" on pages .. through ...

Quality Points — Numerical values assigned to each letter grade for each credit, used in calculating the grade point average or grade index. See "Academic Regulations" on pages ... through ....

Grade Point Average — The grade point average is determined by the grade obtained in the courses and the number of credits completed in a given semester. See "Academic Regulations" page...

Dean's List — Students who have attained a B average for the last 30 credits taken with no failures, are eligible to be on the dean's list. In the event that the last 30 credits fall in the middle of a semester listing on the transcript, the entire semester's work will be considered when calculating the grade point average.

Probation — An action taken by the committee on course and standing when a student who is not in good academic standing, but who is progressing toward the degree, is placed on a limited credit load. Students on probation may enroll for no more than 12 to 14 credits in a given semester.

Removal of Matriculation — An action taken by the committee on course and standing when a student is not progressing satisfactorily toward the degree because his academic standing has significantly below the minimum 2.0.

Academic Dismissal — An action taken by the committee on course and standing when a student's academic standing is so deficient that he is dropped from the college.

Transcript — The transcript issued by the college is a copy of the permanent record of the student named thereon. An official transcript is one bearing the seal of the college and the signature of the registrar. Official transcripts are not given to students or to alumni, but are mailed on the student's request directly to institutions or persons considering the applicant for admission or for employment. An unofficial transcript is one given to the person whose credits are listed and is marked unofficial or student copy. Staten Island Community College accepts no responsibility for the accuracy of an unofficial transcript after it has been issued. A student who wishes to have a transcript issued should file a Request for Transcript form at the office of the registrar and pay the required fees.

DATA - PEOPLE - THINGS

1. The following sheets are labelled: Data - People - Things.
2. On each of the three (3) sheets use the column "My Preference" and place a 1 opposite the activity you most prefer. If you have further choices checked, place a 2 opposite your second choice, a 3 opposite your third choice. Record only what you like, NOT what you dislike.
3. Use all three (3) sheets and select the overall top 3 activities you prefer. You may use the bottom of this sheet as a work sheet.
4. Write you top three (3) activities on the CMP Summary Chart.

Top 3 DATA _____

_____

_____

Top 3 THINGS _____

_____

_____

Top 3 PEOPLE _____

_____

_____

Top 3 OVERALL _____

_____

_____

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Form V

DATA

MY PREFERENCE

Synthesizing:	_____	Bring information together to determine facts and develop new knowledge.
Coordinating:	_____	.rrange or organize the time, place, and order than an action should be taken based on the evaluation of the infor..ation.
.nalyzing:	_____	Examining and evaluating information and suggesting possible courses of action as a result of the infor..tion that has been examined.
Compiling:	_____	Gather, put together, or sort information about people, data, or things.
Computing:	_____	Using arithmetic to solve problems involving numbers.
Copying:	_____	Rewriting, entering, or posting information.
Comparing:	_____	Use observed information or numbers to identify differences and similarities.

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Form V

PEOPLE

MY PREFERENCE

Counseling:	_____	Helping people solve their problems.
Negotiating:	_____	Help people or groups of people to make rules (policies), decisions, and/or solutions.
Instructing:	_____	To teach or train people (including animals) skills and knowledge.
Supervising:	_____	Administer and oversee the work of other people.
Entertaining:	_____	Amusing or entertaining people.
Persuading:	_____	Sell people with a product, service, or point of view.
Guiding:	_____	Provide people with information and directions.
Serving:	_____	Work for or help other people with their requests and needs (desires).

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Form V

THINGS

MY PREFERENCE

Setting-Up:	_____	Adjusting machines, install, replace or repair them so they will work properly.
Precision Working:	_____	Working around machines that require very accurate, clear-cut, and very careful decisions.
Operating-Controlling:	_____	Starting, stopping, controlling, and adjusting the progress of machines or equipment. Operating machines involves setting up machines and adjusting machines as the work progresses. Controlling equipment means observing gages, dials, etc., and turning valves and other devices to control such things as temperature, pressure, flow of liquids, speed of pumps.
Driving-Operating:	_____	Starting, stopping, and controlling machines. Includes machines like cranes, conveyor systems, tractors, trucks, buses, paving machines, and hoisting machines.
Manipulating:	_____	Using tools to work, move, guide or place objects or materials.
Tending:	_____	Starting, stopping and controlling equipment such as automatic washers, electronic equipment and stationary machines.
Feeding-Offbearing:	_____	Inserting, throwing, dumping, or placing materials in or removing them from machines or equipment which are automatic or tended or operated by other workers.
Handling:	_____	Using yourself, hand tools or special devices to move or carry objects and materials.

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Appendix V

Name:

ABILITY SHEET

HOW WELL CAN I-

1 2 3 4 5
Low High

- bring together various things, information and people to accomplish a goal? (organization skill) _ _ _ _ _
- lead or supervise other people? (supervisory skill) _ _ _ _ _
- help other people with their problems? (counseling skill) _ _ _ _ _
- creatively use my hands in working with color and design work? (artistic skill) _ _ _ _ _
- sing, play or read music? (music skill) _ _ _ _ _
- conduct, compose, or arrange for a musical group? (music management skill) _ _ _ _ _
- develop or produce something new? (creative skill) _ _ _ _ _
- demonstrate or sell products or services to people? (selling skill) _ _ _ _ _
- communicate or promote ideas to people? (media skill) _ _ _ _ _
- relate well and enjoy working with people? (social skill) _ _ _ _ _
- use my hands to work with sewing, leather, knitting, pottery, macrame, etc.? (craft skill) _ _ _ _ _
- repair or work with appliances, machines or tools? (mechanical skill) _ _ _ _ _
- visualize or imagine the shape and surfaces of a finished object before it is made just by looking at the drawings or plans - visualize things in three dimensions? (space relations skill) _ _ _ _ _

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FORM V

ABILITY SHEET

HOW WELL CAN I-

1 2 3 4 5
Low High

- carry out a logical procedure in my mind when there are no words or numbers to guide me? (abstract reasoning skill) - - - - -

- understand ideas expressed in numbers as well as think and reason with numbers? (numerical skill) - - - - -

- understand ideas expressed in words as well as think and reason with words? (verbal skill) - - - - -

- read quickly and accurately? (reading skill) - - - - -

- recognize errors in grammar, punctuation, spelling, and wording of sentences? (language usage skill) - - - - -

- type, record, file and do other clerical work? (clerical skill) - - - - -

- teach a skill I have to someone else? (instructing skill) - - - - -

- entertain or perform for others in activities such as dramatics, dance, gymnastics? (entertainment skill) - - - - -

- perform in a variety of sports activities? (athletic skill) - - - - -

- use the laboratory or library to discover answers or find information? (research skill) - - - - -

List in the SUMMARY CIRCLE only those items that are listed in BOTH the ABILITY BOX and INTEREST BOX.

List in the box below all the items rated 4 or 5. Use skill word.

ABILITY BOX

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FORM V

Appendix V

Name:

INTEREST SHEET

1 2 3 4 5
Low High HOW MUCH DO I LIKE TO-

_ _ _ _ _ - bring together various things, information and people to accomplish a goal? (organization skill)

_ _ _ _ _ - lead or supervise other people? (supervisory skill)

_ _ _ _ _ - help other people with their problems? (counseling skill)

_ _ _ _ _ - creatively use my hands in working with color and design work? (artistic skill)

_ _ _ _ _ - sing, play or read music? (music skill)

_ _ _ _ _ - conduct, compose, or arrange for a musical group? (music management skill)

_ _ _ _ _ - develop or produce something new? (creative skill)

_ _ _ _ _ - demonstrate or sell products or services to people? (selling skill)

_ _ _ _ _ - communicate or promote ideas to people? (media skill)

_ _ _ _ _ - relate well and enjoy working with people? (social skill)

_ _ _ _ _ - use my hands to work with sewing, leather, knitting, pottery, macrame, etc.? (craft skill)

_ _ _ _ _ - repair or work with appliances, machines or tools? (mechanical skill)

_ _ _ _ _ - visualize or imagine the shape and surfaces of a finished object before it is made just by looking at the drawings or plans - visualize things in three dimensions? (space relations skill)

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1 2 3 4 5
Low High HOW MUCH DO I LIKE TO -

INTEREST SHEET

_____ – carry out a logical procedure in my mind when there are no words or numbers to guide me? (abstract reasoning skill)

_____ – work with ideas expressed in numbers as well as think and reason with numbers? (numerical skill)

_____ – work with ideas expressed in words as well as think and reason with words? (verbal skill)

_____ – read quickly and accurately? (reading skill)

_____ – recognize errors in grammar, punctuation, spelling, and wording of sentences? (language usage skill)

_____ – type, record, file and do other clerical work? (clerical skill)

_____ – teach a skill I have to someone else? (instructing skill)

_____ – entertain or perform for others in activities such as dramatics, dance, gymnastics? (entertainment skill)

_____ – perform in a variety of sports activities? (athletic skill)

_____ – use the laboratory or library to discover answers or find information? (research skill)

List in the box below all the items rated 4 or 5. Use skill word.

INTEREST BOX

SUMMARY CIRCLE

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THE FIFTEEN THINGS I LOVE TO DO

Objective:

1. Clarify one's own value system.
2. To explore values held in common within a group.
3. To become cognizant of how our personalities can shape our choice in careers.

Group Size:

Any size

Materials:

Sheet of Paper

Pencils

Process:

Have the students indicate 15 different things they enjoy doing. (10 - 15 minutes)

Coding System:

After the students have indicated their 15 items, have them indicate the following code next to each item to which it applies.

A. (alone) next to any item you would do alone.

S. (security) next to any item that does not involve risk.

P. (people) next to any item that demands having people.

I. (ideas) for those items that require abstract thinking working with ideas.

$ (money) for those items that require $5.00 or more each time it is done.

C. (competition) for those items that require that you compete.

CH. (challenge) next to those items that are challenging.

X. next to items which require special training.

TH. (things) for those items that require building, fixing.

CR. (creativity) next to those items that require creativity (artistic).

D. (detail) for those items that involve detail.

Have the student notice if they have many of one type of code: i.e., many A's, CR's, etc.

Complete these three sentences:

1. I learned that I _____
2. I realized that I _____
3. I was surprised that I _____

Questions for discussion:

1. What kind of person did you turn out to be? (e.g., loner, competitive)
2. How could your personality characteristics relate to a future major and job?
3. What types of occupations do you think you would not like? Why would you not like them?
4. What occupations do you think you would enjoy? Why?
5. In what category/categories would you place yourself in the Occupational Field Interests?
6. What do you consider your abilities to be?
7. What job cluster/clusters would you consider for yourself?

DEMOGRAPHIC QUESTIONNAIRE

CASE Institute for Research and Development in Occupational Education, CUNY

"WOMEN IN A CHANGING WORLD"

Evaluation Questionnaire

The following questions will help us evaluate the "Women in a Changing World" program. We are attempting to obtain a description of each woman attending the introductory conference so that we can be in a better position to provide the needed services for this and future programs. Please be assured that your responses to the questions will be held confidential. Under no circumstances will you, personally, by name or inference, be identified in the evaluation report.

No one will have access to this information other than members of IRDOE staff involved in the evaluation. In addition the questionnaire will be destroyed following completion of the evaluation follow-up. Although we would appreciate your cooperation in responding to all the questions, you are of course free to choose not to answer particular questions.

Spring 1976

Bronx Community College

WOMEN IN A CHANGING WORLD QUESTIONNARIE

Bronx Community College

DEMOGRAPHIC QUESTIONNAIRE

1. Name _____ (Last) _____ (First) 2. Telephone _____ (Area Code and Number)

3. Address _____ (Street) _____ (City and State) _____ (Zip Code)

4. How many brothers and/or sisters do you have who are older than you? _____.

   How many brothers and/or sisters do you have who are younger than you? _____.

5. Age (Check one)
   - ☐ 25 years or under
   - ☐ 26 - 36 years
   - ☐ 37 - 47 years
   - ☐ 48 - 55 years
   - ☐ over 55

6. Marital Status
   - ☐ Single
   - ☐ Married
   - ☐ Separated or Divorced
   - ☐ Widowed

7. How do you describe yourself?
   - ☐ Black, Afro-American
   - ☐ Caucasian, White
   - ☐ Hispanic
   - ☐ Oriental
   - ☐ Other (Please specify)

8. Number of children _____

9. Age of youngest child _____

10. Education. Indicate the highest level of education for yourself, your parents, and your husband (if you are married). Check one box in each row.

	Less than 8th grade	8th grade or more, but not High School graduate	High School graduate or Equivalency	Some College	College graduate	Don't Know
Self	☐	☐	☐	☐	☐	☐
Mother	☐	☐	☐	☐	☐	☐
Father	☐	☐	☐	☐	☐	☐
Husband	☐	☐	☐	☐	☐	☐

11. If you yourself have had special training beyond high school, or on-the-job training, please describe:

_____

_____

_____

Spring 1976

CASE Institute for Research and Development in Occupational Education, CUNY

12. If your mother was employed during your school years what was the main type of work she di

☐ unemployed ☐ employed : _____.
(type of work)

13. If you are married, or if you have been married, what is your husband's work?

_____

14. If you've been employed in past years, what is the main type of paid work you've done?

_____

15. If you are <u>now</u> employed, what sort of work are you doing?

_____

16. Your family's yearly income is:

☐ under $5,000 ☐ $5,000 - $10,000 ☐ $10,000 - $15,000 ☐ $15,000 +

17. Suppose you have a chance to get special training, what kind of work would you <u>most</u> like to do?

_____

18. How did you hear about this "Women in a Changing World" program? (For example, Parents Association meeting, newspaper, etc.)

_____

19. What do you expect to be doing 6 months from now?

_____

_____

_____

20. Have you given serious thought to attending college?

☐ Yes ☐ No

21. If you answered "Yes" to question 20, please answer the following:

How many years ago did you first begin to consider attending (or re-entering) college

_____ years.

22. What led you to consider attending college?

_____

_____

_____

23. Check as many steps as you've taken:

_____ discussed the wish to attend college with family and/or friends

_____ called or visited a college in order to obtain information

_____ obtained college brochures

_____ spoke with college counselor

_____ obtained application forms

_____ completed and mailed application forms

_____ attended college part-time

_____ other _____
(please describe)

WOMEN IN A CHANGING WORLD

OCCUPATIONAL CHECKLIST

NAME _____, _____
(Last) (First)

The following is a listing of different jobs. If you are personally interested in any of these jobs, please put a check next to the job. Check as many jobs as you wish.

	I would be Interested in this Job		I would be Interested in this Job
Computer Programmer		Chemical Technician	
Buyer		Mental Health Aide	
Accountant		Automotive Technician	
Ecologist		Laboratory Technician	
Junior Accountant		Oceanographer	
Psychologist		Recreation Leader	
Business Manager		Chemist	
Assistant Office Manager		X-Ray Technician	
Engineer		Politician	
Account Executive (Advertising)		Architect	
Construction Technician		Library Assistant	
Real Estate Agent		Dental Hygienist	
Police Officer		Mathematician	
Artist		Engineering Technician	
Banker		Inhalation Therapist	
Social Worker		Draftsman	
Insurance Agent		Anthropologist	
Teacher		Nurse	
Hotel Manager		Lithographer	
		Medical Records Technician	

Other jobs that interest you _____, _____,
_____, _____

Appendix IX

"WOMEN IN A CHANGING WORLD" PROGRAM

WORKSHOP EVALUATION QUESTIONNAIRE

1. Name: _____

2. Address: _____

3. Telephone Number: _____

4. What is your feeling about the "Women in a Changing World" program as a whole? (Check the phrase that best expresses your opinion):

Very Helpful	Helpful	Not Helpful

5. Please indicate how helpful you found each part of each workshop session by putting a checkmark (✓) in the appropriate column. Please check "absent" if you did not attend a particular session.

		Very Helpful	Helpful	Not Helpful	Absent
#1	Success Motivators: Personal Strengths				
#2 Morning:	Success Motivators: Exploration of Strengths-continuation				
Afternoon:	Career discussion with faculty: art, lab. technology, secretarial sciences, design draft.				
#3 Morning:	Success Motivators: Strength Bombardment				
Afternoon:	Introduction to Community College admissions procedures with Gail Davidson				
#4 Morning:	Discussion of Results of Kuder Occupational Interest Inventory				
Afternoon:	College tour				
	Individual Conference with College Counselor				
#5 Morning:	Panel discussion with personnel representatives from industry: life insurance, civil service, engineering, sales, health.				
Afternoon:	Visit to library to study vocational materials and resources				
#6	Meeting with mature students now attending Queensborough Community College				

6. Which session was your favorite? _____

Why? _____

_____

7. Which session was your least favorite? _____

Why? _____

_____

8. Please put a checkmark (✓) in the column that best agrees with your feelings about the following statement:

In general, I think that the amount of time spent on each of the topics below was:

	Too little time	Just the right amount of time	Too much time
Success Motivators			
Discussions of concerns about schooling, career and/or family responsibilities			
Information about college programs, administration and registration procedures			
Information about occupations and employment outlook			

9. What other topics should have been included? _____

_____

10. What recommendations would you make for further workshops? _____

_____

_____

11. If you stopped attending the workshops during the program, please indicate with a checkmark (✓) which of the following best describes your reason.

☐ dissatisfaction with the program

☐ personal reasons not related to the program

12. If you felt dissatisfaction with the program please explain further. Write as much as you wish. If you need more room use the back of this page.

13. Suppose you have a chance to get special training, what kind of work would you most like to do?

_____

14. Have you applied for college admission in September 1976? (Check one box)

Yes ☐ No ☐

If yes, in what field do you intend to take most of your courses? _____

_____

If no, do you intend to apply for college admission in the near future? (Check one box)

Yes ☐ No ☐ Undecided ☐

If you plan to enter college within a year or so, in what field do you intend to take most of your courses?

_____

15. If (starting in September, 1976) you hope to attend a college other than Queensborough Community College, please indicate the college that is your first choice and why:

Name of preferred college: _____

Reason(s) for choice of above college: _____

_____

_____

16. If you are planning to enroll in college, do you expect the training you receive in college to prepare you for a career? (Check one box)

Yes ☐ No ☐

If yes, which career? _____

17. What do you expect to be doing six months from now? _____

_____

18. What do you expect to be doing five years from now? _____

_____

19. What is the next step you plan to take? _____

_____

_____

WOMEN IN A CHANGING WORLD

ROTTER'S INTERNAL - EXTERNAL LOCUS OF CONTROL SCALE

NAME: _____, _____
(please print) (Last) (First)

The next questions ask for your opinions. There are no right or wrong answers to these questions. Read each pair of sentences. In each pair, circle the letter next to the statements you most agree with. Please be sure to give an answer to each pair of statements.

1. a. Children get into trouble because their parents punish them too much.
   b. The trouble with most children nowadays is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.
   b. People's misfortunes result from the mistakes they make.

3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
   b. There will always be wars no matter how hard people try to prevent them.

4. a. In the long run people get the respect they deserve in this world.
   b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5. a. The idea the teachers are unfair to students is nonsense.
   b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a. Without the right breaks one cannot be an effective leader.
   b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7. a. No matter how hard you try some people just don't like you.
   b. People who can't get others to like them don't understand how to get along with others.

8. a. Heredity plays the major role in determining one's personality.
   b. It is one's experiences in life which determine what they're like

9. a. I have often found what is going to happen will happen.
   b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10. a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
    b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
    b. Getting a good job depends mainly on being in the right place at the right time.

12. a. The average citizen can have an influence in government decisions.
    b. The world is run by the few people in power, and there is not much the little guy can do about it.

13. a. When I make plans, I am almost certain that I can make them work.
    b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyway.

14. a. There are certain people who are just no good.
    b. There is some good in everybody.

15. a. In my case getting what I want has little or nothing to do with luck.
    b. Many times we might just as well decide what to do by flipping a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
    b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control.
    b. By taking an active part in political and social affairs the people can control world affairs.

18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
    b. There really is no such thing as "luck."

19. a. One should always be willing to admit mistakes.
    b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.
    b. How many friends you have depends upon how nice a person you are.

21. a. In the long run the bad things that happen to us are balanced by the good ones.
    b. Most misfortunes are the result of lack of ability, ignorance, laziness or all three.

22. a. With enough effort we can wipe out political corruption.
    b. It is difficult for people to control the things politicians do while in office.

23. a. Sometimes I can't understand how teachers arrive at the grades they give.
    b. There is a direct connection between how hard I study and the grades I get.

24. a. A good leader expects people to decide for themselves what they should do.
    b. A good leader makes it clear to everybody what their jobs are.

25. a. Many times I feel that I have little influence over the things that happen to me.
    b. It is impossible for me to believe that chance or luck play an important role in my life.

(BCC Spring 1976)

26. a. People are lonely because they don't try to be friendly.

    b. There's not much use in trying too hard to please people, if they like you, they like you.

27. a. There is too much emphasis on athletics in high school.

    b. Team sports are an excellent way to build character.

28. a. What happens to me is my own doing.

    b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I can't understand why politicians behave the way they do.

    b. In the long run the people are responsible for bad government on a national as well as on a local level.

WOMEN IN A CHANGING WORLD

PERSONAL COMPETENCE SCALE (Campbell, 1971)

NAME: _____, _____
(please print) (last) (first)

The next questions ask for your opinions. There are no right or wrong answers to these questions. Please circle the phrase that best expresses your opinion. Answer all questions.

1. I would rather decide things when they come up than always try to plan ahead.

Agree a lot Agree a little Disagree a little Disagree a lot

2. I have always felt pretty sure my life would work out the way I wanted it to.

Agree a lot Agree a little Disagree a little Disagree a lot

3. I seem to be the kind of person that has more bad luck than good luck.

Agree a lot Agree a little Disagree a little Disagree a lot

4. I never have any trouble making up my mind about important decisions.

Agree a lot Agree a little Disagree a little Disagree a lot

5. I have always felt that I have more will power than most people have.

Agree a lot Agree a little Disagree a little Disagree a lot

6. There's not much use for me to plan ahead because there's usually something that makes me change my plans.

Agree a lot Agree a little Disagree a little Disagree a lot

7. I nearly always feel pretty sure of myself even when people disagree with me.

Agree a lot Agree a little Disagree a little Disagree a lot

8. I have often had the feeling that it's no use to try to get anywhere in this life.

Agree a lot Agree a little Disagree a little Disagree a lot

NAME: _____ Bronx Community College

(please print)

Appendix XII

TEST OF ACADEMIC TERMINOLOGY

The College handbooks, that will be distributed at a later date, have a special vocabulary. In order to be in a better position to assist you, we would like to know which phrases you are already familiar with.

Directions: Please circle the letter corresponding to the phrase that best completes the sentence.

1) The academic year

a. begins January 1 and ends December 31.
b. begins in the fall.
c. is completed only after obtaining 32 credits.

2) Day session classes

a. are held for 1 day.
b. are scheduled until 3 p.m.
c. are scheduled during the day and afternoon.

3) A full-time student is one who

a. takes a minimum of 12 credit-hours in a given semester.
b. takes a maximum of 12 courses for semester.
c. takes 16 credit-hours per semester.
d. goes to school all day, every day.

4) A matriculated student is one who is

a. accepted into the college in a specific curriculum.
b. taking courses to fulfill requirements for a college degree.
c. eligible for free tuition (if a resident of New York City).
d. all of the above.

5) Non-matriculated students

a. usually attend full-time.
b. pay tuition.
c. had poor high school grades.
d. all of the above.

6) Matriculated students

a. attend day session.
b. do not attend evening session.
c. can attend day or evening session.

7) A career program

a. is a community college program that prepares graduates for business, industry, or the technologies.
b. is primarily a work-study program where students can earn money.
c. requires four-years, full-time, to complete.

8) Transfer programs

a. are programs for students who have transferred from another college
b. offer the opportunity to transfer to four-year and upper division units of the City University of New York.
c. are non-degree programs taken by part-time students.

9) Certificate programs

a. are non-degree programs.
b. usually take less than two years to complete.
c. are usually taken by part-time students.
d. prepare students for entry-level jobs which do not require a degree program.
e. all of the above.

10) Prerequisites are

a. courses which are not specifically required for each curriculum.
b. courses required to be taken at the same time as other courses.
c. courses which are required before enrolling in a given course.

11) Contact hours

a. are always the same as the number of credits.
b. are the amount of time during which a class meets each week.
c. are social hours held weekly at the college.
d. none of the above.

12) Course credit

a. is your grade.
b. is a tuition loan.
c. is a numerical value attached to a specific course.
d. is always the same as contact hours.

13) Transcript is

a) a college diploma.
b) your course grade.
c) a copy of your permanent record in school.
d) a recording of an interview with a college counselor.

14) Please match the degree initials to the degree name:

Degree initials	Degree name
A.A.S.	Business Administration
A.A.	Applied Arts Degree
A.S.	Associate in Applied Science
B.A.	Associate in Arts
	Bachelor in Arts
	Associate in Science